Senate
Senate Chamber
Room 245 Engineering Building
WEDNESDAY, APRIL 6, 2005
1:30 p.m.
Regrets call 474-6892

AGENDA

I **MATTERS TO BE CONSIDERED IN CLOSED SESSION** NONE

II **MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

1. **Report of the Faculty Council of Graduate Studies**

a)	Re:	Course Deletions	Page 1
b)	Re:	Course Introductions	Page 5
c)	Re:	Course Re-Numbering	Page 6

III **MATTERS FORWARDED FOR INFORMATION**

1. **Election of Faculty Members to Senate**

Deans and Directors are reminded that where elections of faculty members are required, the results must be reported in writing to the Office of the University Secretary (312 Administration) by April 15th.

2. **Report of the Senate Committee on Awards** Page 8

3. **Statement of Intent: Bachelor of Social Work - Collège Universitaire de Saint-Boniface** Page 18

IV **REPORT OF THE PRESIDENT** Page 47

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 MARCH 2, 2005**

VII **BUSINESS ARISING FROM THE MINUTES**

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

1. **Report of the Senate Executive Committee** Page 65

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. Proposal for a Major in International Studies - Collège Universitaire de Saint-Boniface — Page 66

   a) *Report of the Senate* Planning and Priorities Committee — Page 144

   b) Report of the Senate Committee on Curriculum and Course Changes — Page 146

2. Report of the Senate Committee on Instruction and Evaluation re: the Report of the Sub-Committee to Investigate the Use of Software to Detect Plagiarism — Page 148

X ADDITIONAL BUSINESS

XI ADJOURNMENT

Please Call Regrets to 474-6892.

/jml

S:\Governance\SENATE\Agendas\2005\05Apr6.wpd

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies has the responsibility of reviewing graduate course deletions, modifications and introductions and makes recommendations to FGS Council. PPC met on January 24, 2005 and made the following recommendation regarding the deletion of dormant graduate courses in the Faculties of Architecture, Dentistry, Education, Environment, Medicine, Physical Education and Recreation Studies, Science and Social Work.

Observations

1. Numbers of courses to be deleted: Department of Architecture - 6; Interior Design – 10; City Planning – 2; Landscape Architecture – 1; Oral Biology 1; Restorative Dentistry – 13; Oral & Maxillofacial Surgery – 1; Education – 35; Geological Sciences – 7; Human Anatomy and Cell Science – 2; Psychiatry – 6; Medical Microbiology – 3; Pharmacology and Therapeutics – 3; Physical Education and Recreation Studies – 2; Computer Science – 6; Social Work – 13.

2. Each of the respective Faculties approved the course deletions which were the result of Student Records' effort to "clean up" the course database in preparation for the transition to the new Banner Information Management Information System.

3. Proposed course deletions in all cases have not been offered for some time and therefore will have no impact on staffing or resources in either department.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the course deletions as indicated below to Senate for approval.

Delivering Department/Unit	Course
Department of Architecture	050.750 Computer and Design 3 050.751 Acoustics 3 050.752 Computer Graphics 3 050.753 Regionalism 3 050.754 Courtyard House 3 **Total credit hours deleted: 15**
Interior Design	051.707 Design Factors 3 051.708 Fm Advanced Theory & Principles 3 051.709 Human & Environmental Factors 3 051.710 Thesis/Practicum Preparation 0 051.711 Topics in Organizational Management 3 051.712 Financial Management for FM 3 051.713 Facility Operation & Maintenance 3 051.714 Professional Practice Seminar 3 051.715 Real Estate Planning Development 3 051.716 Comp Preparation 3 **Total credit hours deleted: 27**
City Planning	073.748 Urbanization in Developing Countries 3 073.749 Design in Developing Countries 3 **Total credit hours deleted: 6**

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Delivering Department/Unit	Course
Landscape Architecture	031.619 FS in Landscape 3
	Total credit hours deleted: 3
Oral Biology	100.713 Macromolecular Interactions of Connective Tissue 6
	Total credit hours deleted: 6
Restorative Dentistry	102.700 Edent State 2 102.701 Part Edent Stat 2 102.702 Adj Prosthd Sem 4 102.703 Treat Pl Sem A 4 102.704 Treat Pl Sem B 6 102.705 Prosthodontic Instruments 2 102.706 Occ of Nat Dent 2 102.707 Occ Nat/Prosthodontics 2 102.708 Clinical Restorative Dentistry 4 102.711 Maxillofacial Surgery & Prosthodontics 2 102.712 Adv Prosthodontics 6 102.713 Clinic Prostho 12 102.714 Prosth Material 2
	Total credit hours deleted: 50
Oral & Maxillofacial Surgery	103.711 Biochem Perio 4
	Total credit hours deleted: 4
Faculty of Education	081.705 H&Phys Ed Instr 3 081.715 Tre Home Ec Ed 3 116.702 Politics of Ed 3 116.703 Educational Fin 3 116.704 Leg Aspects Ed 3 116.705 Th Persp Ed Adm 3 116.706 Sem Adm Prob Ed 3 116.707 Tops Ed Admin 1 3 116.708 Tops Ed Admin 2 3 116.709 Org Plan Dev Ed 3 116.710 Anal Ed Organ 3 116.712 Tops Hist Br Ed 3 116.713 Tops Hist Am Ed 3 116.714 Comparative Ed 3 116.715 Ed in Dev Count 3 116.716 Tops Ed Found 1 3 116.719 Sem Ed Thought 3 116.720 Sem Adult Ed 3 116.721 Sem Post Sec Ed 3 116.722 His Cdn Ed Conf 3 116.723 His Cdn Ed 1867 3 116.724 Sem Cr Cul Ed 1 3 116.725 Sem Cr Cul Ed 2 3 116.726 Curr Org & Impl 3 116.730 Sem in Pst-Sec 3 116.732 Values & Ed 3 116.733 Prg Pl Adult Ed 3

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Delivering Department/Unit	Course
Faculty of Education (cont)	116.734 Topics in Adult Education 3 116.735 Philosophy of Education 3 116.736 Educational Soc 3 116.737 History Ed Man 3 116.738 Social Critical Education 3 116.739 Advanced Education Study & Practice 3 **Total credit hours deleted: 99**
Curriculum Teaching & Learning	132.723 FSL & Didactiou 3 132.724 FSL & Recherche 6 **Total credit hours deleted: 9**
Geological Sciences	007.712 Major 0 007.713 Ancillary 0 007.729 Min Resource Management 6 007.739 Pr Quat Pal Rec 3 007.745 Adv Crystal 6 007.766 Deformat Belts 3 007.767 Cenozoic Volcan 3 **Total credit hours deleted: 21**
Human Anatomy	080.708 Comp Vetebrate 6 080.716 Intro to Human Genetics 3 **Total credit hours deleted: 9**
Psychiatry	091.726 Hist Theories 1 091.749 Gen Ad Psych 9 091.750 Dev Asses Psych 9 091.751 Review Seminar 6 091.752 Psychiatric Sub 3 091.753 Ongoing Case Seminar 6 **Total credit hours deleted: 34**
Medical Microbiology	097.703 Seminar 6 097.706 Immunobiology 6 097.708 Advanced Medical Bacteria 6 **Total credit hours deleted: 18**
Pharmacology	089.701 Instrumentation 6 089.709 Cell Biochemistry 3 089.712 Top Therap 6 **Total credit hours deleted: 15**
Phys Ed & Recreation Studies	057.704 Motor Skills Acquisition 3 057.707 Percepatual Motor Dev 3 **Total credit hours deleted: 6**

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Delivering Department/Unit	Course
Computer Science	074.704 Operations Res 6 074.711 Logic Design 3 074.715 Th Computablty 3 074.735 Difference EQ 6 074.750 Time Sharing 6 074.753 Des Comp Lang 6 **Total credit hours deleted: 30**
Social Work	047.701 Soc Casework 2 6 047.702 Community organ 3 047.707 Group Work 2 6 047.708 Supervision 3 047.712 Research Project 6 047.713 Administration 3 047.714 Field Work 6 047.715 Research Methods 2 3 047.717 Problems & Services 2 6 047.727 Practicum 0 047.728 Social Work &Social Welfare Resources 3 047.738 Social Services Evaluation 3 047.741 Practical Policy Analysis 6 **Total credit hours deleted: 54**

Endorsed by the Faculty Council of Graduate Studies February 28, 2005

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 course proposals/modifications/deletions.

Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies has the responsibility of reviewing graduate course deletions, modifications and introductions and makes recommendations to FGS Council. PPC met on January 24, 2004 and made the following recommendation regarding the introduction of graduate courses in the Faculties of Education and, Environment, Earth and Resources.

Observations

1. There is one course to be introduced in the Department of Curriculum, Teaching and Learning. The Faculty of Education approved the course introduction.

2. A Statement of Library support indicated that the Libraries would be able to support the course introduction.

3. There is one course to be introduced in the Department of Environment and Geography. The Faculty of Environment, Earth and Resources approved the course introduction.

4. A Statement of Library support indicated that the Libraries would be able to support the course introduction.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the course changes as indicated below to Senate for approval.

CURRICULUM, TEACHING AND LEARNING

Course to be introduced: **132.7XX Action Research in Education** (3) The study of the theory and practice of action and participatory action research in education including models, principles and practices, criteria for assessing quality, ethics, and modes of representation *Pre-requisite*: 129.580

Reasons for the introduction: Increasing demand that professionals and leaders be competent in this methodology and the course material is an innovative way to integrate the generation of theory with improved practice and professional learning.

Net Change: +3 Credit Hours

ENVIRONMENT & GEOGRAPHY

Course to be introduced: **053.740 Field Topics in Arctic Systems** (3) Field and practical experience in selected topics of multidisciplinary research in Arctic System Science from science theory to field sampling, to modelling and remote measurements. Focuses on the ocean-sea ice-atmosphere interface and its relationship with the biological and geochemical processes operating in the cryosphere.

Reasons for the introduction: Fills a void in courses dealing with the interdisciplinary nature of the Arctic system that has been voiced by students and external reviewers.

Net Change: +3 Credit Hours

Endorsed by the Faculty Council of Graduate Studies February 28, 2005

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 course proposals/modifications/deletions.

Preamble

The Programs and Planning Committee (PPC) of the Faculty of Graduate Studies has the responsibility of reviewing graduate course deletions, modifications and introductions and makes recommendations to FGS Council. PPC met on January 24, 2005 and made the following recommendation regarding the re-numbering of courses in the Departments of Business Administration and Supply Chain Management; and the Faculty of Graduate Studies and the Women's Studies program in the Faculty of Arts

Observations

1. There are 7 courses in the Department of Business Administration that will be deleted and re-introduced with the course pre-fix for the newly formed Department of Supply Chain Management.

2. The I.H. Asper School of Business approved the administrative course number changes.

3. There are 2 courses in the Faculty of Graduate Studies Interdisciplinary Program that will be deleted and re-introduced with the course pre-fix for the Women's Studies program.

4. The Faculties of Graduate Studies and Arts approved the administrative course number changes.

4. Library support statements were not required as the course changes are administrative.

5. Course titles and Calendar descriptions for all courses re-numbered will remain the same.

Recommendation

The Programs and Planning Committee of the Faculty of Graduate Studies recommends that the Faculty Council of Graduate Studies endorse the course changes as indicated below to Senate for approval.

BUSINESS ADMINISTRATION

Courses to be deleted:

027.606 Quantitative Methods (3)
027.607 Quantitative Analysis (3)
027.609 Production Management (3)
027.730 Topics in Advanced Production and Operations Management (3)
027.768 Mathematical Optimization Models (3)
027.769 Probability Models and Games (3)
027.770 Mathematical Control Models (3)

Total credit hours deleted: 21

SUPPLY CHAIN MANAGEMENT

Courses to be introduced:

164.606 Quantitative Methods (3)
164.607 Quantitative Analysis (3)
164.609 Production Management (3)
164.730 Topics in Advanced Production and Operations Management (3)
164.768 Mathematical Optimization Models (3)
164.769 Probability Models and Games (3)
164.770 Mathematical Control Models (3)

Total credit hours introduced: 21

Report of the Programs and Planning Committee of the Faculty of Graduate Studies on course proposals/modifications/deletions.

Courses to be deleted:	036.717 Directed Readings in Women's Studies (3) 036.727 Advanced Topics in Women's Studies (3)
	Total credit hours deleted: 6
Courses to be introduced:	**156.717 Directed Readings in Women's Studies** (3) **156.727 Advanced Topics in Women's Studies** (3)
	Total credit hours introduced: 6

Endorsed by the Faculty Council of Graduate Studies February 28, 2005

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

Report of the Senate Committee on Awards respecting Awards - March 7, 2005

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 other wise appear to be discriminatory under Policy No. 419, such offers shall be submitted to Senate for approval." (Senate, April 5, 2000)

At its meeting on March 7, 2005 SCOA reviewed 12 new awards offers and three award amendments and reports as follows.

Observation

On behalf of Senate, the Senate Committee on Awards approved and recommends that the Board of Governors approve 12 new awards and three award amendments as set out in Appendix "A" of the Report of the Senate Committee on Awards (dated March 7, 2005). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Diana Kapinsky (for)

Professor R. Baydack, Chair
Senate Committee on Awards

Received
MAR 11 2005
University Secretariat

APPENDIX "A"

OFFERS

ETHEL AND ERNEST FULTON MEMORIAL SCHOLARSHIP

Through the generosity of Dr. E. Margaret Fulton, a fund of $40,000 has been established at the University of Manitoba in honour of Dr. Fulton's parents, Mr. and Mrs. E.B. Fulton. The fund will support an annual scholarship for a student entering the University of Manitoba from Birtle Collegiate. The first scholarship offer will be made in 2006. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund.

Ethel and Ernest Fulton were community leaders in the Birtle District serving on the School Board and the Municipal Council. They were staunch supporters of the newer farm movements such as the Pool Elevators, the Poultry Pool, the Manitoba Co-operative Movement, and the Canadian Commonwealth Federation (now the NDP). Mr. and Mrs. Fulton were also active members of the United Church of Canada, which promoted the importance of education, equality and human rights for all citizens.

A scholarship, valued at the available annual income, will be offered each year to a student who, in graduating from Birtle Collegiate in Birtle, Manitoba:

(1) has completed with high standing (minimum of 85 percent or comparable standing on the evaluation scale used by Birtle Collegiate) a high school study program that makes him or her eligible to enter University 1 or any direct entry program of the University of Manitoba;

(2) registers by the September immediately following for a full-time course load in University 1 or in the first year of the faculty or school to which he or she is admitted;

(3) is nominated by the principal and teaching staff at Birtle Collegiate as the best all-around student graduating from the high school in the given year.

The Ernest and Ethel Fulton Scholarship may not be held with scholarships offered through the tiered University of Manitoba Entrance Scholarship Program (ESP) that are valued at equal to or lesser than the current value of this award. If a recipient qualifies for a tiered ESP scholarship of greater value, the difference will be awarded as a supplemental scholarship.

DUTKEVICH MEMORIAL TRUST GRADUATE SCHOLARSHIP IN PATHOLOGY

With a gift from the Dutkevich Memorial Trust, a graduate scholarship has been established at the University of Manitoba. The one-time award, valued at $3,150, will be offered to a student who:

(1) is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba, specifically in the M.Sc. program in the Department of Pathology, Faculty of Medicine;

(2) has achieved a minimum cumulative grade point average of 3.5 (or equivalent) in the graduate program;
(3) has either (a) presented a research abstract at a meeting and/or submitted a manuscript for publication, or (b) completed a practicum and written a report as required for the Pathologist's assistant program.

The scholarship may be divided at the discretion of the selection committee. The recipient(s) of this scholarship may hold it with any other award. Eligible students will be required to submit a letter of application to the Department of Pathology with a copy of any supporting documents such as a manuscript, abstract or practicum report. The Department of Pathology will set the deadline date for applications.

The selection committee will be the Graduate Studies Committee of the Department of Pathology.

D'ARCY & DEACON LLP ENTRANCE AWARD

The partners of D'Arcy & Deacon LLP have established an endowment of $80,000 which, when matched by the Manitoba Scholarship and Bursary Initiative, will create a $160,000 fund to provide entrance bursaries to qualified students entering the first year of study in the Faculty of Law at the University of Manitoba. These awards are intended to recognize top Manitoba applicants who accept an early offer of admission from the Faculty of Law at the University of Manitoba.

The available annual interest will be used to offer awards to students who:

(1) apply to the Faculty of Law at the University of Manitoba and meet the requirements for early admission;

(2) are normally residents of the province of Manitoba;

(3) accept an offer of admission on or before July 1st in the year of application;

(4) demonstrate both high academic achievement and the personal characteristics associated with the highest standards of the profession;

(5) demonstrate financial need on the standard University of Manitoba bursary application form.

The selection committee will determine the number and value of individual awards offered annually.

The selection committee will be named by the Dean of the Faculty of Law and will include a representative of D'Arcy & Deacon LLP.

MAITLAND STEINKOPF ENTRANCE AWARD

Maxine Ellend has made a contribution of $48,590 to establish an endowment fund in memory of her brother, Maitland Steinkopf, O.C., M.B.E., Q.C.. A matching contribution from the Manitoba Scholarship and Bursary Initiative has created a fund of $97,180. Maitland Steinkopf was a 1936 graduate of the Manitoba Law School and a prominent Winnipeg lawyer. The fund will be used to provide entrance awards to qualified students entering first year in the Faculty of Law at the University of Manitoba. These awards are intended to recognize top Manitoba applicants who accept an early offer of admission from the Faculty of Law at the University of Manitoba.

The available annual interest will be used to offer awards to students who:

(1) apply to the Faculty of Law at the University of Manitoba and meet the requirements for early admission;

(2) are normally residents of the province of Manitoba;

(3) accept an offer of admission on or before July 1st in the year of application;

(4) demonstrate both high academic achievement and the personal characteristics associated with the highest standards of the profession;

(5) demonstrate financial need on the standard University of Manitoba Bursary application form.

The selection committee will determine the number and value of individual awards offered annually.

The selection committee will be named by the Dean of the Faculty of Law and will include a representative of the Steinkopf family.

MAX STEINKOPF ENTRANCE AWARD

Maxine Ellend has made a contribution of $48,590 to establish an endowment fund in memory of her father, Max Steinkopf, K.C. A matching contribution from the Manitoba Scholarship and Bursary Initiative has created a fund of $97,180. Max Steinkopf was a 1905 graduate of the Manitoba Law School and prominent Winnipeg lawyer. The fund will be used to provide entrance awards to qualified students entering first year in the Faculty of Law at the University of Manitoba. These awards are intended to recognize top applicants who accept an early offer of admission from the Faculty of Law at the University of Manitoba.

The available annual interest will be used to offer awards to students who:

(1) apply to the Faculty of Law at the University of Manitoba and meet the requirements for early admission;

(2) accept an offer of admission on or before July 1st in the year of application;

(3) demonstrate both high academic achievement and the personal characteristics associated with the highest standards of the profession;

(4) demonstrate financial need on the standard University of Manitoba Bursary application form.

The selection committee will determine the number and value of individual awards offered annually.

The selection committee will be named by the Dean of the Faculty of Law and will include a representative of the Steinkopf family.

BEN A. SHUCKETT ENTRANCE AWARD

In memory of Ben A. Shuckett, his family has made a contribution of $50,000 to establish an endowment fund. A matching contribution from the Manitoba Scholarship and Bursary Initiative has created an endowment fund of $100,000. Ben Shuckett was a 1931 graduate of the Manitoba Law School and a prominent Winnipeg lawyer. The fund will be used to provide entrance awards to qualified students entering first year study in the Faculty of Law at the University of Manitoba. These awards are intended to recognize top Manitoba applicants who accept an early offer of admission from the Faculty of Law at the University of Manitoba.

The available annual interest will be used to offer awards to students who:

(1) apply to the Faculty of Law at the University of Manitoba and meet the requirements for early admission;

(2) are normally residents of the province of Manitoba;

(3) accept an offer of admission on or before July 1st in the year of application;

(4) demonstrate both high academic achievement and the personal characteristics associated with the highest standards of the profession;

(5) demonstrate financial need on the standard University of Manitoba bursary application form.

The selection committee will determine the number and value of individual awards offered annually.

The selection committee will be named by the Dean of the Faculty of Law and will include a representative of the Shuckett family.

JOHN D. MONTGOMERY BURSARY

The friends and colleagues of John D. Mongomery, Q.C., have made a contribution of $2,500 to establish an endowment fund in his memory. A matching contribution from the Manitoba Scholarship and Bursary Initiative has created a fund of $5,000. The bursary will provide financial assistance to a student in the Faculty of Law at the University of Manitoba.

Mr. Montgomery graduated from the Manitoba Law School and was called to the bar in 1960. Affectionately known as "Hollywood Jack", he spent his entire career with the province's Public Prosecutions branch, retiring in 1998. During the decades he spent as a Crown attorney, Mr. Montgomery worked on many of the province's most notorious cases and sent many of the worst offenders to prison. After his retirement, he authored three books on notable cases he prosecuted and was working on a fourth at the time of his death.

The award, valued at the available annual interest, will be offered to a student who:

(1) is enrolled full-time in any year of study in the Faculty of Law at the University of Manitoba;

(2) has achieved a minimum cumulative grade point average of 2.5;

(3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be the Faculty of Law Bursaries Committee.

MEDIGAS SCHOLARSHIP IN RESPIRATORY THERAPY

Medigas has offered to provide an annual scholarship in the School of Medical Rehabilitation. Medigas is a supplier of health care products and equipment within the hospital environment and the private sector. The first scholarship will be offered in 2005.

A scholarship, valued at $500, will be offered to a student who:

(1) is enrolled in the third year of study in the Respiratory Therapy Program at the University of Manitoba's School of Medical Rehabilitation;

(2) has achieved a minimum cumulative grade point average of 3.0;

(3) has achieved the highest cumulative grade point average after the second year of the Respiratory Therapy Program.

The selection committee will be the Awards Committee of the Department of Respiratory Therapy.

MARRT PROFESSIONAL AWARD

The Manitoba Association of Registered Respiratory Therapists (MARRT) has offered to provide an annual bursary in the School of Medical Rehabilitation. MARRT is the professional association and licensing body for the discipline of respiratory therapy in Manitoba. The first award will be offered in 2005.

An award, valued at $500, will be offered to a student who:

(1) has completed the third year of study in the Respiratory Therapy Program at the University of Manitoba's School of Medical Rehabilitation;

(2) has achieved a cumulative minimum grade point average of 3.0;

(3) has demonstrated professional involvement as evidenced by participation in professional education conferences, displays, information sessions, meetings, or development of any professional promotional materials;

(4) has demonstrated excellent interpersonal skills as judged through classroom and clinical experiences

The selection committee will be the Awards Committee of the Department of Respiratory Therapy.

WYETH CONSUMER HEALTHCARE LEADERSHIP AWARD

A plaque and a cash award of $500 will be presented annually to the Faculty of Dentistry student who is the outgoing Senior Stick of the Faculty of Dentistry Manitoba Dental Students Association (MDSA) at the University of Manitoba.

A representative of Wyeth Consumer Healthcare will present this award annually at an event agreed upon by the donor representative and the Dean of the Faculty of Dentistry.

MURRAY SEGAL MEMORIAL SCHOLARSHIP IN ACTUARIAL STUDIES

In memory of Murray Segal (B.Comm./59), his family, friends and colleagues have established an endowment fund of $60,000 at the University of Manitoba to provide an annual undergraduate scholarship for a student pursuing Actuarial Studies. The first scholarship, valued at the available annual interest, will be available for the 2005-2006 academic session.

Murray Segal was a prominent actuary with Eckler Partners Ltd. located in Toronto, the firm he joined after his graduation from the University of Manitoba. In addition to his professional consulting activity, Murray served on the firm's Board of Directors and as its Chief Financial Officer and Corporate Secretary for many years. He headed up the Actuarial Evidence practice of Eckler Partners Ltd. and was considered by many to be Canada's leading practitioner in the field playing a key role in many landmark cases.

The scholarship will be offered to an undergraduate student who:

(1) is a Canadian citizen or Permanent Resident;

(2) is entering full-time study in the final year of a four-year undergraduate program at the University of Manitoba, leading to either (a) a Bachelor of Commerce (Honours) with a declared major in Actuarial Mathematics through the I. H. Asper School of Business, or (b) a Bachelor of Science (Honours) in Actuarial Mathematics (single or joint Honours program) through the Faculty of Science;

(3) has achieved the highest cumulative grade point average (minimum of 3.75) in the first three years of study (minimum 90 credit hours).

Recipients must be enrolled in their first undergraduate degree program.

Normally only one scholarship will be offered each year, but the selection committee will have the discretion to split the scholarship equally in exceptional circumstances when two candidates are considered equal.

The selection committee will be chaired and named by the Director of the Warren Centre for Actuarial Studies and will include two members drawn from the faculty of the Asper School of Business and one faculty member drawn from the Department of Statistics.

MTS ALLSTREAM MASTER OF SCIENCE FELLOWSHIP

Manitoba Telecom Services is Canada's third-largest communications provider, with 7,000 dedicated employees focused on delivering outstanding value to its customers. MTS' Allstream division serves its national business customers with a world-class portfolio of connectivity, infrastructure management and IT services. Spanning more than 18,800 kilometres, MTS and Allstream have an extensive broadband fibre-optic network and the greatest reach of a competitive communication solutions provider in Canada.

MTS Allstream offers to provide an annual fellowship, valued at $12,000, to a student who:

(1) is enrolled full-time in the Faculty of Graduate Studies, specifically in the Masters of Science program through the I.H. Asper School of Business;

(2) has achieved a minimum cumulative grade point average of 3.5 in their undergraduate degree or a minimum 3.5 in the Masters program if 12 credit hours or greater has been completed.

First preference will be given to students who wish to conduct research in the telecommunications industry or the fields of marketing research, database marketing, or strategic planning. Should there be no candidate who meets this requirement, the field of consideration will be opened to all students in the Marketing area. Finally, should there be no candidate who meets either of these requirements, consideration will be given to Master of Science students in the I.H. Asper School of Business pursuing any other area of study. The recipient will be selected based on a combination of cumulative grade point average and research strengths.

The fellowship may not be held with the University of Manitoba Graduate Fellowship. The fellowship recipient will be given preference in consideration for employment with MTS Communications Inc. upon completion of the Master's program.

The selection committee will be named by the Dean of the I.H. Asper School of Business.

AMENDMENTS

ALPHA OMEGA FIXED PARTIAL DENTURE PROSTHESIS AWARD

This prize in the Faculty of Dentistry is currently offered to the student who has achieved high standing in the fourth year Fixed Partial Denture Prosthesis course (currently numbered 102.404). This will amended to the Fixed Partial Denture Prosthesis *component of the General Practice Clinic (course number 066.403).* Currently the course coordinator presents a list of three students to the Scholarship Committee of the Faculty of Dentistry and the committee selects the student to receive the award from the list submitted. This will be amended so that *the Scholarship Committee will be provided with the name of the winner and an alternate chosen by the Course Coordinators of the General Practice Clinic (course number 066.403).*

LEONARD KRUEGER CENTENNIAL AWARD

The terms of reference for this award in the Faculty of Medicine will be amended to add financial need as a selection criterion.

JOEL NITIKMAN AND LINY CHAN ENTRANCE AWARD

The terms of reference for this award in the Faculty of Law will undergo one amendment. The final criterion regarding financial need will be amended to the standard phrasing, "*demonstrates financial need on the standard University of Manitoba bursary application form.*"

Collège universitaire de Saint-Boniface

200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 233-0210
Télécopieur : (204) 237-3240
www.ustboniface.mb.ca

March 10th, 2005

Mr. Jeff M. Leclerc
University Secretary
Office of the University Secretary
312 Administration Building
University of Manitoba
Winnipeg MB R3T 2N2

Dear Mr. Leclerc:

The purpose of this letter is to outline our proposed Baccalaureate program in Social Work for consideration and approval by the Senate. To this end, I have attached our Statement of Intent (in French) as submitted to the Council on Post-Secondary Education in February 2005 and all ancillary correspondence.

A program in Social Work will make an important contribution to the mission of the Collège universitaire de Saint-Boniface (hereinafter « CUSB »). The provision of a Bachelor's degree in Social Work taught in French would make it possible to respond to real needs in the professional employment market. With the collaboration of your institution, the CUSB will be able to offer a program which will meet the requirements of the Canadian Association of Schools of Social Work as well as the needs of the Francophone community in Manitoba and other parts of Canada.

The proposed program is a four-year degree with a total of 123 credit hours leading to a Bachelor in Social Work. It will be administered by the Faculty of Arts, Science and Business Administration. The courses will mirror those offered by the University of Manitoba. Below is the course composition of the Baccalaureate program in Social Work with corresponding credits.

Composition of the B.A. in Social Work Program

047.131	Introduction à l'analyse de la politique de bien-être social *Introduction to Social Welfare Policy analysis*	3
047.208	Habiletés en communication interpersonnelle *Interpersonal Communication Skills*	3
047.209	Comportement humain et pratique du travail social *Human Behaviour and Social Work Practice*	6
047.314	Introduction à la pratique du travail social *Introduction to Social Work Practice*	3
047.315	Formation à la pratique du terrain 1 (premier stage pratique) *Field Instruction 1*	12
047.420	Champs d'intervention et de pratique du travail social 1 *Field Focus of Social Work Practice*	6
047.412	Formation à la pratique du terrain 2 (deuxième stage pratique) *Field Instruction 2*	12
047.420	Champs d'intervention et de pratique du travail social 2 *Field Focus of Social Work Practice*	6
047.211 or :	Émergence de l'État-providence canadien de bien-être social *Emergence of the Canadian Welfare State*	3
047.212 or :	Les lois britanniques sur les pauvres en matière (d'état de bien-être) *Britain: Poor Laws to the Welfare State*	3
047.213	Les systèmes comparatifs du bien-être social *Comparative Social Welfare Systems*	3

047.421	Les perspectives féministes de la pratique du travail social et de la politique du bien-être social *Feminist Perspectives on Social Work Practice*	6
047.310	L'enquête systématique en travail social *Systematic Inquiry in Social Work*	3
047.313	L'État canadien contemporain du bien-être social *Contemporary Canadian social Welfare*	3
047.422	Peuple autochtone et pratique du travail social *Aboriginal People and Social Work Practice*	6

Optional Courses:

047.205	Théorie et organisation communautaire *Community and Organizational Theory*	3
047.207	Dynamique des petits groupes *Small Group Dynamics*	3
047.210	Perspectives sur les transitions de la vie et de l'individu *Perspectives on the Individual and Life Transitions*	3
047.265	Aspects sociaux du vieillissement *The Social Aspects of Aging*	3
047.311	Perspectives sur la déviance *Perspectives on Deviancy*	3
047.405	Sujets spéciaux *Selected Topics in Social Work*	3
047.407	Problèmes sociaux et pratiques du travail social *Social Problem and Social Work Practice Seminar*	3
047.408	Enjeux actuels en bien-être social *Current Issues in Social Welfare*	3
047.413	Habiletés en communication interpersonnelle avancée *Advanced Interpersonal Communication Skills*	3

Should you have any questions regarding the foregoing or require any additional information please do not hesitate to contact me at your earliest convenience.

The President,

for Raymonde Gagné

Enclosures

c.c. : Ibrahima Diallo, Dean of the Faculty of Arts, Science and Business Administration
Stéphane Dorge, Secretary General

Collège universitaire de Saint-Boniface

200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 233-0210
Télécopieur : (204) 237-3240
www.ustboniface.mb.ca

Le 22 février 2005

Madame Louise Gordon, directrice générale
Conseil de l'enseignement postsecondaire
330, avenue Portage, pièce 410
Winnipeg (Manitoba) R3C 0C4

Madame,

Vous trouverez ci-joint une déclaration d'intention d'une proposition de programme intitulé *Baccalauréat en Service Social* au Collège universitaire de Saint-Boniface pour une mise en œuvre provisoire en septembre 2005.

Espérant le tout à votre entière satisfaction, nous vous prions de recevoir, Madame, l'expression de nos meilleurs sentiments.

La rectrice,

Raymonde Gagné

cc : N. Collet
I. Diallo
S. Deane, coordonnatrice des programmes, CEP

DÉCLARATION D'INTENTION

Nom de l'établissement qui présente la déclaration d'intention :

Collège universitaire de Saint-Boniface (CUSB)

200, avenue de la Cathédrale, Saint-Boniface, (Winnipeg), Manitoba, R2H 0H7

Titre du programme proposé :

Programme de formation universitaire de premier cycle du **Baccalauréat en Service social**

Titre de compétences offert :

Travailleur social titulaire du Baccalauréat en Service social

Date de mise en œuvre provisoire : septembre 2005

S'agit-il d'un programme récemment élaboré ou d'une modification importante apportée à un programme existant? Dans la deuxième éventualité, de quel programme s'agit-il?

Pour le CUSB, il s'agit d'un nouveau programme de formation universitaire de premier cycle, en français, le Baccalauréat en Service social.

Raymonde Gauthier — le 22 février 2005

Signature de la rectrice — Date

Date de réception par le Conseil de l'enseignement postsecondaire :

Section I – Identification de l'établissement et du programme

1. Indiquez le titre du programme proposé ainsi que le diplôme ou le certificat à accorder à la fin de ce programme.

Programme de premier cycle universitaire en service social, en français, sanctionné par le diplôme du Baccalauréat, après une formation de quatre ans incluant l'université I (première année de formation générale).

2. Quel établissement remettra le diplôme ou le certificat obtenu?

L'Université du Manitoba est l'institution d'affiliation du Collège universitaire de Saint-Boniface (CUSB). À ce titre, elle est l'établissement chargé, d'une part, de l'approbation de tous les programmes d'enseignement universitaire dispensés par le CUSB et, d'autre part, de l'octroi des diplômes qui les sanctionnent.

3. Quels autres établissements, le cas échéant, contribueront à ce programme, et quelle sera précisément la contribution de chacun d'entre eux?

L'Université du Manitoba, comme institution d'affiliation du Collège universitaire de Saint-Boniface (CUSB) est le principal établissement qui collabore à l'implantation et à la mise en œuvre de ce programme de Baccalauréat en Service social, en français. La Faculty of Social Work (FSW) est la seule unité académique d'enseignement universitaire de toute la Province du Manitoba à dispenser un programme de Baccalauréat en Travail social. Toutefois, ce programme n'est offert qu'en anglais.

Le Collège universitaire de Saint-Boniface et la Faculty of Social Work de l'université du Manitoba entendent ainsi promouvoir, autour de ce programme de Baccalauréat en Service social, en français, une collaboration et une complémentarité synergiques sur le plan des échanges académiques, linguistiques et relationnels.

Cette collaboration et cette complémentarité consistent dans l'intégration de certaines tendances pédagogiques pertinentes dans la proposition d'un curriculum approprié aux réalités sociales, culturelles et linguistiques des Francophones du Manitoba dont les besoins de formation en matière de professionnels sociaux doivent être pris en compte par ce programme.

Cette proposition constitue, ainsi, une réponse aux constats, aux attentes et aux recommandations respectifs de l'Association Canadienne des Écoles de Service Social (ACESS)[1] , du Rapport de recherche (ci-joint) de Consultation Deroche Consulting[2] (été 2004), commandité par le CUSB et enfin du Groupe de travail sur le BSS mis en place au CUSB. La collaboration avec la FSW de l'Université du Manitoba, dans ce cadre, a eu pour option ultime l'adoption du programme existant et son adaptation aux besoins de la communauté francophone.

Les établissements qui collaborent à ce programme, à travers leurs contributions respectives, sont les suivants :

L'Université du Manitoba a une expérience à apporter au CUSB dans l'offre d'un curriculum qui reflète les besoins provinciaux de la population autochtone et des régions rurales éloignées et du Nord. Elle possède aussi des moyens de prestation et des ressources professorales bilingues permettant d'assurer l'accessibilité de son programme à distance et sur place. Sa collaboration répond aussi aux préoccupations soulevées par l'ACESS lors du ré-agrément de son programme.

[1] Association Canadienne des Écoles de Service Social (1999) : Site team report : Faculty of Social Work, University of Manitoba : Re-accreditation Bachelor of Social Work, Master of Social Work, p.3

[2] Consultation Deroche Consulting (été 2004) : Baccalauréat en Service social : Résultats d'une recherche sur les capacités existantes et les besoins du marché, pp. 28 - 29 et pp. 34 - 35. (Rapport ci-joint en Annexe II)

Dans le cadre du Consortium national de formation en santé (CNFS)[3], le CUSB peut faire appel à divers partenaires francophones pour l'offre de cours en commun. Le CNFS réunit dix établissements universitaires et collégiaux de la Francophonie canadienne offrant ou en voie d'offrir des programmes de formation en français, dans différentes disciplines de la santé. Celles-ci contribuent aux services de santé et aux services sociaux de première ligne, à travers le pays. Le but de cette alliance stratégique est d'accroître la présence et l'apport de professionnels de la santé et des services sociaux pour répondre pleinement, en français, aux besoins de santé des communautés francophones en situation minoritaire. Le CNFS s'est fixé les objectifs suivants :

- augmenter la gamme de programmes en français, offerts en français, au niveau post-secondaire dans le domaine de la santé ;
- améliorer l'accès à ces formations en favorisant leur déploiement plus large ;
- créer de nombreux partenariats.

Dans le domaine du Service social, le CUSB prévoit collaborer avec l'Université Laurentienne, entre autres, dans le cadre de l'élaboration de ressources pédagogiques en français. Le CUSB compte faire appel à certaines à certaines ressources professorales de cette même université ainsi que de la Faculté Saint-Jean de l'Université de l'Alberta et de l'Institut français de l'Université de Regina.

4. Quelle est la date de mise en œuvre proposée pour ce programme?

La date de mise en œuvre proposée pour ce programme est septembre 2005.

[3] Consortium national de formation en santé CNFS (juin 2004) : Rapport annuel 2003-2004, Secrétariat national, Consortium national de formation en santé, Ottawa, 31 pages

5. Indiquez le ou les départements, ou encore la ou les autres unités organisationnelles responsables de ce programme.

La Faculté des Arts, des Sciences et d'Administration des Affaires (FASAA) du CUSB est l'unité responsable de ce programme de Baccalauréat en Service social.

Section II – Description du programme

1. Quel est l'objectif de ce programme?

Ce programme comporte des objectifs généraux et des objectifs spécifiques.

Ses objectifs généraux consistent à:

- Contribuer par le biais de la formation universitaire, de la recherche sociale, des politiques sociales, de l'intervention professionnelle et des services sociaux, aux développements socioéconomique et culturel, et ce, tant aux niveaux provincial, national qu'international.

- Former des travailleurs sociaux en les dotant d'habiletés théoriques et pratiques leur permettant d'intervenir efficacement et de mieux répondre aux besoins et problèmes sociaux des populations francophones du Manitoba et, par extension, de la Saskatchewan et du Nunavut dans leurs diverses composantes multiethniques.

Ses objectifs spécifiques consistent à :

- Dispenser des connaissances théoriques et pratiques nécessaires aux futurs travailleurs sociaux pour les rendre aptes à intervenir et mieux répondre aux besoins existants dans les champs sociaux de la famille, de l'enfance, de la jeunesse, de la condition féminine et des personnes âgées.

- Favoriser une maîtrise théorique et pratique des grandes problématiques de la santé, des services et du système de santé pour mieux agir sur les problèmes d'accessibilité, de prise en charge et de prévention sociale des principaux groupes à risques.

- Prodiguer des connaissances et aptitudes théoriques et pratiques aux futurs professionnels sociaux sur les enjeux sociétaux de la diversité multiethnique, des politiques et de l'impact des phénomènes de l'immigration sur les plans social et culturel, démographique et économique et des problèmes de prise en charge sociale qui en résultent.

- Doter les intervenants sociaux d'outils méthodologiques appropriés à la diversité des modèles d'intervention sociale privilégiant, entre autres, le counseling dans l'appréhension des problèmes psychosociaux dans les champs de la famille, de la santé et de la diversité interculturelle incluant l'immigration.

2. Établissez le lien entre le programme proposé et la mission de l'établissement

L'offre d'un programme de Baccalauréat en Service social, en français, au Collège universitaire de Saint-Boniface (CUSB) s'inscrit fidèlement dans sa mission d'enseignement universitaire.

En tant qu'établissement d'enseignement postsecondaire le plus ancien de l'Ouest canadien, le CUSB demeure encore la seule université de langue française au Manitoba.

Dans le respect de sa fidélité à ses origines, ses objectifs de mission consistent à :

- Participer activement à la formation et au rayonnement de la communauté francophone du Manitoba;

- Offrir une éducation universitaire générale et spécialisée ainsi que des formations professionnelles et techniques en français dans les domaines essentiels au développement communautaire;

C'est, donc, dans ce contexte que s'inscrit la proposition du CUSB d'offrir des programmes de formation dans les domaines du Service social et de la santé.

La mission de ce programme de Baccalauréat en Service social, en français, se fonde essentiellement sur les acquis pédagogiques respectifs du CUSB, du CNFS et de la Faculty of Social Work de l'Université du Manitoba, de leurs expériences et réponses communes à la demande sociale et aux besoins croissants des Francophones en matière de formation universitaire et professionnelle. Cette mission consiste à refléter et à prendre en charge les particularités sociales, culturelles et linguistiques endogènes des populations francophones du Manitoba, de la Saskatchewan et du Nunavut.

L'étude ci-jointe, commanditée par le CUSB:Consultation Deroche Consulting : *Baccalauréat en Service social : Résultats d'une recherche sur les capacités existantes et les besoins du marché (mai 2004)*,révèle l'état de pénurie de professionnels en Travail social et les difficultés d'accessibilité de la population francophone à des services sociaux et des services de santé en français comme étant d'importantes priorités à l'échelle provinciale du Manitoba, de la Saskatchewan et territoriale du Nunavut.

Ces priorités justifient bien la pertinence des réponses que ce programme entend apporter, à travers la mission respective du CUSB et de l'Université du Manitoba, aux besoins de formation en Service social, d'accessibilité aux services sociaux et aux

services de santé, en français, de la population francophone du Manitoba, de la Saskatchewan et du Nunavut.

À ces besoins, s'ajoute une demande croissante de services sociaux due à l'incidence de plusieurs facteurs comme la diversification multiethnique de la communauté francophone, l'augmentation de la population autochtone, métisse, immigrante et des personnes âgées de plus de 65 ans dont le taux est passé de 18% en 1996 à 19,8% en 2001.

Les mutations de la structure familiale ont également accentué le nombre de femmes monoparentales, d'enfants et de personnes âgées vivant sous le seuil de la pauvreté et les besoins de services sociaux et de services de santé en matière de protection et de soins à l'enfance et aux personnes âgées.

Enfin, la pertinence de ce programme de Baccalauréat en Service social, en français, au CUSB satisfait les attentes soulevées par l'ACESS concernant les efforts que la Faculty of Social Work de l'Université du Manitoba a à déployer pour répondre aux recommandations relatives à la nécessité de prise en compte des besoins particuliers de la population francophone.

3. Établissez le besoin du marché et la demande du marché pour ce programme, de préférence au cours des trois à cinq prochaines années.

Le besoin et la demande du marché pour ce programme au cours des trois à cinq prochaines années au Canada en général et en particulier au Manitoba, sont nombreux et variés.

Le taux de placement des diplômés, en tant qu'indicateur du besoin et de la demande du marché de l'emploi, est élevé dans tous les programmes en Service social à l'échelle nationale. Ce taux est estimé à plus de 90% sur diplômation.

Les besoins du marché sont également en hausse. Le taux de placement des diplômés dans le cas de l'Université du Manitoba est de 80%, 18 mois après l'acquisition de leur diplôme. Une étude[4] effectuée dans ce sens, pour le compte de l'Université du Manitoba, révèle que 91% des diplômés sondés étaient en emploi à un poste en Travail social durant la décennie 1990-1999. Les travailleurs sociaux, dans leur majorité, ont un emploi à temps plein.

4. Décrivez les perspectives d'emploi offertes au Manitoba aux diplômés de ce programme.

Les données statistiques suivantes qui couvrent la période 1991-1996[5], offrent un aperçu significatif des perspectives d'emploi au Manitoba Ces données indiquent en effet :

- un accroissement considérable des débouchés d'emploi de plus de 8% de 1991 à 1996 soit une hausse de 9915 personnes au niveau national des cinq professions constitutives des ressources humaines du secteur des services sociaux : les directeurs des services sociaux, communautaires et correctionnels; les travailleurs sociaux; les conseillers familiaux; les conseillers conjugaux et les autres intervenants. Dans le cas spécifique des travailleurs sociaux, on note une augmentation de l'emploi 23% soit de 6970 personnes avec travail à temps plein, en majorité;

- un pourcentage de 86,6% des travailleurs sociaux actifs au Manitoba en1996 ayant un diplôme universitaire. À cette même année, on comptait 5835 travailleurs dans le secteur des services sociaux, comparativement à 6130 en 1991, d'où une baisse de 4,8% de 1991 à 1996.On note aussi une augmentation de l'emploi de 1,8% soit de1365 personnes en 1991 à 1390 personnes en 1996, dans cette Province.

- une augmentation du nombre de conseillers familiaux, de conseillers matrimoniaux et de personnel assimilé qui s'est élevé à 38,5% au Manitoba de 1991 soit 805 conseillers à 1996 soit 1115 conseillers.

---

[4] Len Spearman (2001) : *Ten year employment trends of graduates of the faculty of Social Work ,1990-1999* .Winnipeg : University of Manitoba, Faculty of Social Work.

[5] Consultation Deroche Consulting (été 2004) : Baccalauréat en Service social : Résultats d'une recherche sur les capacités existantes et les besoins du marché, pp. 28 - 29 et pp. 34 - 35. (Rapport ci-joint en Annexe II)

- un accroissement du nombre d'agents de probation et de personnel assimilé également augmenté de 23,5%;

- enfin, une hausse du niveau de scolarité dans l'ensemble du secteur des services sociaux au Manitoba : soit de 28,5% du nombre d'étudiants diplômés en Travail social entre 1991 et 1996. Malgré la pénurie notoire de travailleurs sociaux francophones, les employeurs choisissent généralement des candidats de niveau de scolarité plus élevé, au moins titulaires du Baccalauréat en Travail social.

5. Où est-il probable que les diplômés du programme aillent travailler?

La Faculty of Social Work de l'Université du Manitoba étant la seule dans cette province à former des travailleurs sociaux, ses étudiants diplômés trouvent, en général, de l'emploi dans le domaine du Travail social.

Les principaux employeurs des travailleurs sociaux au Manitoba sont :

- Les réseaux institutionnels et communautaires;
- Le Child Welfare (Protection de l'enfance et de la jeunesse) : qui est le plus grand employeur;
- Les services de santé;
- Les services de santé mentale;
- Les services de counseling;
- Le Ministère des services à la famille et au logement;
- Les services communautaires à la famille;
- Les écoles de service social;
- Les services de gérontologie;
- Les services de justice criminelle et correctionnelle; etc...

6. **Donnez une estimation préliminaire du nombre d'inscriptions à ce programme pour les trois à cinq premières années de mise en œuvre.**

À la lumière des tendances et des besoins du marché en matière de formation de travailleurs sociaux francophones qui couvrent l'ensemble des capacités de recrutement, il existe un grand bassin d'inscriptions potentielles à ce programme d'ici les cinq premières années de sa mise en œuvre.

L'Université du Manitoba, compte annuellement 10 à 12 étudiants bilingues par année qui auraient pu suivre un programme en français s'il existait. Les étudiants internationaux, les francophones de l'Ouest canadien, ainsi que les immigrants francophones constituent un autre bassin considérable de recrutement[6].

La hausse de la demande en matière de formation et de services sociaux au sein de la population autochtone et métisse en croissance est aussi un indicateur significatif des potentialités existantes dans ce domaine.

La formation à distance et la formation continue vont susciter un intérêt important à la fois chez les travailleurs sociaux déjà en fonction et les étudiants en situation géographique éloignée. Ainsi, une estimation raisonnable de 15 à 20 inscriptions par année, à ce programme, est à espérer.

[6] Consultation Deroche Consulting (été 2004) : Baccalauréat en Service social : Résultats d'une recherche sur les capacités existantes et les besoins du marché, pp. 28 - 29 et pp. 34 - 35. (Rapport ci-joint en Annexe II)

7. **Désignez tout programme semblable offert dans la province ou dans la région.**

L'Université du Manitoba, à travers la FSW est la seule institution d'enseignement postsecondaire de toute la province à dispenser un programme de Baccalauréat en service social. Ce programme demeure, cependant, uniquement offert en anglais. Le CUSB et l'Université du Manitoba entretiennent une collaboration pour maximiser leur complémentarité autour de ce programme de Baccalauréat en Service social, en français.

(i) décrivez ses ressemblances ou ses différences par rapport au programme proposé en ce qui concerne le titre de compétences offertes, les domaines de spécialisation et le contenu précis des cours du programme ou du programme d'études;

La première différence entre le programme de Baccalauréat en service social, en français, du CUSB et celui offert en anglais par l'Université du Manitoba est d'ordre linguistique.

La seconde différence entre ces deux programmes repose sur la diversité de leurs champs d'études. Le CUSB privilégie trois principaux champs d'études que sont la famille, la santé, la diversité, reliés entre eux par le counseling, à la différence de l'Université du Manitoba dont les domaines sont plus nombreux et variés.

La troisième différence tient au contenu francophone du programme de Baccalauréat en Service social du CUSB qui est destiné à répondre aux besoins et aux particularités socioculturels de sa communauté.

(ii) déterminez dans quelle mesure ce programme est accessible aux élèves du Manitoba.

Le programme est accessible à toute personne répondant aux conditions d'admission en vigueur et désireuse de poursuivre une formation professionnelle de premier cycle universitaire en Service social en français au CUSB.

8. Quelle est la durée prévue du programme, en années ou en semestres?

Le programme compte quatre années de formation incluant la première année universitaire (Université 1.)

9. Le programme sera-t-il offert aux apprenants à temps partiel?

Ce programme de Baccalauréat en Service social, en français, est offert aux étudiants à temps plein et à temps partiel.

10. Quels programmes, le cas échéant, éliminera-t-on ou réduira-t-on pour lancer le nouveau programme?

Ce programme n'entretient aucun conflit d'intérêts ni de compétences avec un quelconque programme déjà existant au CUSB. Au contraire, il comporte beaucoup d'éléments de complémentarité pédagogique avec des programmes qui sont dispensés à la Faculté des Arts, des Sciences et d'Administration des Affaires du CUSB.

11. Quelle priorité donnerez-vous à ce programme par rapport aux autres programmes prévus dans votre établissement au cours de la prochaine année?

Ce programme de Baccalauréat en Service social, en français, constitue une priorité d'envergure provinciale pour le CUSB. Cette priorité reflète fidèlement les particularités

sociales et culturelles des besoins de formation et d'accessibilité des francophones du Manitoba aux services de santé et aux services sociaux en français.

Le CUSB, en tant que membre actif du CNFS, inscrit ce programme dans l'ordre des priorités de la phase 2 de ce Consortium (2003-2008) [5] dont l'objectif stratégique consiste dans l'augmentation de professionnels sociaux et de professionnels de santé oeuvrant à la facilitation de l'accessibilité des populations francophones aux services et à leurs ressources.

12. Donnez un aperçu des organismes, entreprises, établissements et groupes qu'il sera possible de consulter au cours de l'élaboration d'une proposition de programme officielle.

Pour l'élaboration et la soumission de la proposition officielle de ce programme de Baccalauréat en Service social, en français, divers acteurs pourraient être consultés. Il s'agit, entre autres, de l'Université du Manitoba, l'Association canadienne des écoles de service social, le Prairie Consortium on Child Welfare, la Faculté Saint-Jean et l'Institut français de l'Université de Regina. À ces organismes, il importe d'ajouter tous les réseaux de services sociaux, les groupes et les établissements d'enseignement[4] représentatifs de la communauté dans laquelle ce programme est appelé à évoluer.

13. Précisez dans quelle mesure ce programme s'inscrit dans l'ensemble du système postsecondaire manitobain par ses crédits transférables, son articulation et ses méthodes d'enseignement à distance.

Ce programme est sanctionné par le Baccalauréat en Service social et donne droit à la

[4] Voir Rapport de la recherche portant sur le Baccalauréat en Service social préparé par Consultation Deroche Consulting, Annexe G, p. 59

5 Voir Rapport annuel 2003-2004 : CNFS

possibilité de poursuivre des études de deuxième et troisième cycle en particulier à la FSW de l'Université du Manitoba dont il constitue le complément et la version francophone. La crédibilité académique de ce programme du CUSB, repose sur l'existence de transferts possibles de crédits permettant, à toute personne ayant suivi cette formation, de bénéficier d'une reconnaissance équitable, non seulement à l'échelle du Manitoba, mais aussi à l'échelle canadienne du système d'enseignement postsecondaire.

Son curriculum est structuré de manière à permettre aux étudiants de bénéficier d'un enseignement à distance pour des cours pertinents offerts par d'autres universités collaboratrices dont la valeur en terme de crédits peut faire l'objet d'une reconnaissance et d'une équivalence tant au niveau provincial, national qu'international.

14. Quelles mesures ont été prises pour s'assurer la participation au programme et la réussite de celui-ci par les groupes sous-représentés comme les femmes, les personnes handicapées, les minorités et les élèves autochtones?

Ce programme met en valeur trois principaux champs d'études que sont la famille, la santé et la diversité. Ces trois composantes reflètent son souci de prise en compte des problématiques sociales que vivent les populations francophones en situation minoritaire. Par conséquent, son ouverture à la participation et à la réussite des groupes sous-représentés comme les femmes, les personnes handicapées, les minorités et les élèves autochtones, constitue une partie intégrante de sa vocation de formation académique au service de la diversité de toutes ces catégories sociales.

Par cette vocation d'inclusion sociale, le CUSB contribue au renforcement ou potentialisation communautaire (*empowerment*) des couches sociales marginalisées ou exclues dont la formation académique de certains de leurs membres permettrait, en retour, à ces derniers de mieux servir leurs milieux d'origine en fonction de leurs meilleures connaissances de ceux-ci.

Il en est ainsi du nombre d'immigrants internationaux reçus en 2001 au Manitoba ayant des connaissances linguistiques en français et susceptibles d'être un bassin important pour cette formation. Concernant les autochtones, 5,2% de cette population au Manitoba déclarent avoir des origines ethniques métisses et 4,4 % des répondants ayant déclaré une identité autochtone ont le français comme langue maternelle. En raison de la croissance de la population autochtone, on peut s'attendre à ce que les Métis aient davantage besoin de services sociaux et de formation en Service social, au même titre que les femmes, les personnes handicapées et les minorités, etc.

SECTION III : Effectif et renseignements financiers

1-Quelle est l'estimation préliminaire des coûts annuels d'exploitation et d'immobilisation qu'entraînera la mise en œuvre du programme? Si possible, donnez les chiffres pour chaque année de la période de mise en œuvre du programme.

Estimation des dépenses ($)	Année 1	Année 2	Année 3
Coût direction/enseignement/ encadrement de stages	106667	266000	360000
Support administratif	20000	20000	20000
Activités professionnelles	3000	4000	5000
Bibliothèque	5000	5000	5000
TIC	10000	10000	10000
Équipement de bureau	5000	5000	5000
Dépenses diverses	3000	3000	3000
Total	152667	313000	408000

2- L'établissement réaffectera-t-il des fonds de son budget de fonctionnement actuel pour couvrir les coûts du nouveau programme, ou de nouvelles sommes d'argent seront-elles requises du Conseil?

De nouvelles sommes d'argent seront requises par le CEP et Santé Canada pour couvrir les années 1, 2 et 3 du programme. Il est important de souligner que jusqu'à 50 % des coûts pourraient être financés par Santé Canada, et ce, jusqu'en 2007-2008.

B.A. in Social Work

Summary of the results of research into the current situation and the needs of the labour market

Report presented by Francine Deroche on behalf of the CUSB

May 2004

Summary

INTRODUCTION

The Collège universitaire de Saint-Boniface (CUSB) provides training programmes in the health field and is an active member of the Consortium national de formation en santé (CNFS).

Within the framework of the CNFS, the CUSB pursues various strategies aimed at increasing the numbers of front-line health professionals in minority francophone communities. In terms of new programming, the CUSB is committed to establishing a bachelor's degree in social work.

The first stage of the project requires identifying which option to pursue in developing the undergraduate degree in social work, and so the CUSB and a working group carried out a research project to examine the current situation and identify market needs.

This report analyses the research results and makes recommendations on the next stages required.

METHODOLOGY

1. Working group

A working group was established to oversee the planning and development of the undergraduate degree in social work at the CUSB. To complete the first stage of the project, that is determining which option should be used in the development of such a degree, the working group approved:

- ✓ the research methods and tools;
- ✓ the research sample; and
- ✓ this report.

2. Objectives

The objectives of the research were:

- ✓ to inventory the current situation;
- ✓ to survey the needs for training in social work; and
- ✓ to identify the possible options for establishing a bachelor's degree programme in social work.

3. Methods

The methods used in collecting data included:

- ✓ input from key figures in the field and from post-secondary institutions, through telephone interviews, in-person interviews and panels; and
- ✓ Internet and telephone research regarding national requirements for accreditation, provincial requirements for practice of the profession, and needs in the labour market.

4. Sample and respondent profile.

Six undergraduate programmes were contacted and took part in the study: three francophone programmes of varying size in Quebec (Université Laval, Université de Sherbrooke, Université du Québec à Montréal), the two francophone programmes that operate in a minority setting (Laurentian University and Université de Moncton), and the programme at the University of Manitoba.

As part of the process of contacting interested parties and stakeholders, it was agreed that telephone interviews would be held with the two francophone post-secondary establishments in

the West, la Faculté Saint-Jean, and the Institut français at Regina University. However, only the Institut français was able to participate.

In addition, four panels were held: one consisted of 12 francophone social workers; one involved three anglophone employers; the two remaining panels were made up of a total of 15 managers and leaders in the francophone community.

FINDINGS

Even allowing for the limits of the research undertaken, several conclusions can be drawn from the results.

1. Programmes of study that fulfill the requirements for accreditation and that are adapted to suit the circumstances of the areas they serve.

The six programmes studied all meet the requirements of the Canadian Association of Schools of Social Work (CASSW). They all provide general professional training with analysis based on living conditions that lead to oppression.

It was noted also that the programmes are adapted in view of the communities served by the faculties, schools and departments.

It was further noted that the programmes in Quebec and the Université de Moncton require five years to complete, including two preparatory years. At the University of Manitoba, a first year with general courses in the arts, social sciences and sciences is compulsory; at Laurentian, this general first year includes one introductory course (in the social services); in both cases, this is followed by a three-year professional programme.

2. Faculties, schools and departments with considerable francophone capacity.

Clearly, the francophone programmes – in Moncton and Sudbury, and in Quebec – can provide wide service in French at the level of access to professors and instructional resources, as well as in other areas. Considerable opportunity is available for instruction to francophones at the master's and doctoral levels in the social services field.

The two francophone programmes outside Quebec (Laurentian University and l'Université de Moncton) offer francophone ability to adapt curricula to meet the needs and the realities of the francophone minority.

Although the programme is taught in English, the University of Manitoba has four bilingual professors.

3. Recognition of curricula leading to an undergraduate degree that is accredited by the CASSW.

In order to meet the requirements of the labour market, to ensure the credibility of the programme, and to ensure the recruitment of a sufficient pool of students, it is important that any degree offered should be recognized by the CASSW. Graduates of the undergraduate degree programme will be able to find employment, to obtain the necessary authorization to practise their profession, to work anywhere in Canada, and to participate in their professional association.

However, it is clear that the process of obtaining accreditation following the initial evaluation of the course of studies is a lengthy one. Furthermore, it is essential that the curriculum should, at the very least, be recognized as a "candidate for accreditation" when students first enroll, so that they may be sure that they will be recognized as "graduates of an accredited programme".

4. Market for social workers in Manitoba and Canada.

Social workers are in demand in both Manitoba and elsewhere in Canada. The figures related to employment for graduates from all programmes show that social workers will readily find employment because there is a real demand.

Graduates from the University of Manitoba find employment in community and institutional networks, for the most part in the following areas: child welfare, health, counselling, mental health, schools, gerontology, criminal justice and corrections, etc.

The employment profile of graduates from the University of Manitoba is a clear reflection of the needs and tendencies in the social services sector, both provincially and nationally. The aging of the general population and the growing numbers in the aboriginal and immigrant populations will contribute to an increased demand for social services for the elderly, and for youth services among aboriginals and immigrants. Changing family structures will lead to an increase in demand for services for children. In Manitoba, there is also increasing demand for social justice and community services.

Employment sectors in Manitoba reflect these needs and tendencies. More social workers are employed in the community sector than in the public sector. There was a 1.8% increase in the number of social workers employed in Manitoba between 1991 and 1996. The number of family counsellors, marriage counsellors and related workers increased dramatically, by 38.5%, between 1991 and 1996. The number of probation officers and related workers also grew by a significant figure: 23.5%.

Although the educational level of social workers is rising, employers and practising social workers who were consulted said that there were not enough social workers with a bachelor's degree in social services to fill the positions available, particularly in child welfare, and it is thought that the situation will get worse, in view of retirements.

As well, there are not enough aboriginal and visible minority workers in the social services sector.

5. Market for an undergraduate degree programme in French in Manitoba.

In addition to the provincial and national tendencies noted above, the needs and realities of the francophone community in Manitoba related to the provision of social services in French must be considered. There are particular needs in rural areas, among francophone new immigrants and among the Métis. In Manitoba, the growth in the aboriginal population and the creation of the Métis Child and Family Services Authority will also probably expand the services offered in French. Moreover, young and not-so-young francophones, that is, early childhood and senior years, and francophone women have specific needs that require services provided in French.

It is difficult to define the exact scope of the need for bilingual social workers in Manitoba. The employers and social workers we consulted believe that there are insufficient numbers of francophone or bilingual social workers, both in general and specialized fields. Despite having incomplete data, it can nevertheless be observed that there is a demand in Manitoba for bilingual social workers able to offer French-language services that are sensitive both linguistically and culturally. At least 73 designated bilingual positions are currently vacant, taking into account only the needs identified in health facilities and in the Family Services and Housing department. This figure does not include community organizations, nor mental health and counselling services, yet these and other fields are growing in terms of staff required. Furthermore, as the University of Manitoba attracts ten to twelve bilingual students each year, it would appear that there is a pool of potential students.

Given that there are clearly not enough aboriginals and visible minorities working in the social services either provincially or nationally, the focus of the provincial government on the provision of child and family services within the Métis community is highly relevant. If, in addition, the community wishes to integrate new immigrants, then social workers of immigrant background must be trained, so as to offer appropriate culturally-adapted services.

More Métis social workers must be trained to meet the needs of their community, since the Métis Child and Family Services Authority has been established.

Promoting the provision of social services in French through the Bilingual Service Centres has also contributed to the demand for trained social workers able to provide service in both official languages. Furthermore, the anglophone employers polled also report an increasing demand for social services in French as a result (of awareness of service in French).

The concerns raised by the Board of Accreditation of the CASSW relating to the undergraduate programme at the University of Manitoba also underscore the relevance of offering a programme in French. According to the CASSW accreditation standards, it is thought that the University of Manitoba must take steps indicating its recognition of the needs of francophones. The University of Manitoba is committed to collaborating with the CUSB to institute a programme offered by the CUSB in partnership with the Faculty of Social Work.

6. Wide-ranging, practical vision for the undergraduate degree curriculum in French in Manitoba.

The vision put forward by the stakeholders consulted in the course of the research undertaken makes it clear that a French-language curriculum must not reflect the needs of the francophone community alone; it must also reflect provincial and Canadian needs and tendencies, and meet the requirements of the CASSW.

We wish to offer a programme that provides a strong theoretical base; however, according to the input from the social workers and employers consulted, it must also put sufficient emphasis on practice, in particular through practicums and through the development of clinical skills, especially in counselling. It should also be noted that the professional category with the greatest growth rate in Manitoba between 1991 and 1996 was that of counsellors, and that demand for counselling services is rising. As a national survey emphasized, the employers who were polled are looking for social workers who can immediately start to work effectively as soon as they receive their diplomas.

As far as the practicums are concerned, the intent is that the students should be exposed to different work situations that reflect the range of activities in the field of social work. Furthermore, it is hoped to increase efforts towards ensuring a sound clinical setting, both at the teaching level and at the level of the clinical supervisors and the students.

The CUSB wishes to offer an accessible programme. Such a programme would impact both recruitment and delivery of courses.

Given the situation in Manitoba, active steps will have to be taken to recruit Métis and immigrant students, as well as others. Consideration will have to be given to establishing the means of recognizing previous skills and experience – studies undertaken here or elsewhere – in particular, recognizing the experience of people with college degrees.

Accessibility in terms of course delivery could be provided in a range of ways, with both on-site and off-campus or distance courses, not overlooking personal contact. Courses delivered entirely

through distance education could present very specific problems in terms of developing "savoir être", that is, people-oriented, soft skills.

Besides the importance of offering an accredited bachelor's degree, it is believed that the CUSB programme will be credible insofar as it is a collaboration among key players, staffed by professors with at least a master's degree, and providing a curriculum comparable to that at the University of Manitoba, with added value for its students and for the employers of graduates of the programme.

The "added value" will, in essence, result from the CUSB's ability to train social workers with both linguistic and cultural competencies, through a French-language education that is adapted to suit the needs of its clients.

7. Potential market for Continuing Education in French.

The social workers who were interviewed expressed considerable interest in the possibility of continuing education in French. There is therefore a potential market that could be explored, to help francophone and bilingual social workers to acquire and/or maintain professional and/or linguistic skills in a French-language setting. Employers also expressed the need for on-going training in administration and management, a need also identified by employers polled in a national survey.

8. Possible synergies in a collaboration with other post-secondary institutions in order to develop and offer a French-language bachelor's degree in social work in Manitoba.

In view of the need for training in French, and of the vision proposed for the curriculum, it would appear that several of the options that arose in the course of our consultations with people active in the field should be considered.

The first option, that the CUSB develop and offer a bachelor's degree in social work taught in French, would allow the CUSB to meet the needs defined and respond to the vision outlined.

The second option, that the CUSB collaborate with other post-secondary establishments to ensure the development and/or provision of a programme taught in French for a bachelor's degree in social work, would also allow the CUSB to meet the needs and respond to the vision.

The third option, that the CUSB collaborate with other post-secondary establishments in the Canadian West to offer a bilingual bachelor's degree in social work, is, in fact, contrary to the needs and vision expressed for a social work degree programme to be taught in French.

RECOMMENDATIONS

Based on the results from the research project, the following recommendations are put forward with the support of the members of the working group.

1. Decide which of the options to pursue in developing a bachelor's degree in social work.

After discussing the analysis of the results from the research project, the working group agreed that the CUSB should proceed with offering a bachelor's degree programme in social work, to be taught in French. It is intended to offer the programme in collaboration with the University of Manitoba, while at the same time recognizing that the CUSB curriculum must reflect the particular situation of the community it serves. The University of Manitoba programme will have to be adapted.

2. Hire a coordinator for the instructional project.
The process of recruiting and appointing a coordinator to begin the work of developing the bachelor's degree in social work could be set in motion before the summer holiday season.

3. Continue discussions with potential collaborators.
The CUSB will have to continue discussions with possible collaborators in order to reach agreement about implementing a curriculum. Therefore, in the near future, contact with the University of Manitoba must be pursued. It would also be advantageous to continue contact with other establishments in minority milieux to explore the possibility of exchanges.

The CUSB will invite a francophone representative of the MASW/MIRSW to participate in the working group.

4. Distribute the summary of the research results.
The CUSB will send a copy of the summary of the research results to all who contributed responses, both to thank them for their participation and to keep the community and the post-secondary institutions concerned informed about the progress of the project.

5. Develop the curriculum.
As soon as the coordinator of the instructional project is appointed, he or she will immediately begin to work on the development of the programme of studies in consultation with the working group and other collaborators, and will seek all the necessary approvals.

6. Consider the possibility of offering Continuing Education in French.
Francophone social workers have expressed an interest in Continuing Education in French, from both professional and linguistic points of view. As CNFS (Centre national de formation en santé) training courses are already offered at the CUSB, it would be useful to examine whether further professional training in some form could also be arranged (for this sector).

CONCLUSION

This research project has shown that the provision of a bachelor's degree in social work taught in French would make it possible to respond to real needs in the professional employment market. With the collaboration of the University of Manitoba and the schools of social work in minority settings, the CUSB should be able to offer a specially designed programme which will meet the requirements of the Canadian Association of Schools of Social Work as well as meeting the needs of the francophone community in Manitoba along with those of other Manitobans and Canadians.

Acknowledgments

The research was carried out with the kind cooperation of many people.

We wish to thank the members of the working group whose responsibility it was to plan and develop a bachelor's degree in social work at the CUSB for providing support and direction throughout the project. Thanks also to Rachel Bradet and Lisette Lussier who were resource persons for both the working group and Consultation Deroche Consulting.

We also thank Damyèle Arbez-Chaput from Dac Art who took notes during the panel discussions.

And finally we wish to emphasize the contributions of the various post-secondary institutions and of the employers, community leaders and social workers who took the time to participate in the research. Without their input, the project could not have been carried out.

Rachel Bradet
De: Bob Mullaly [mullalyr@Ms.UManitoba.CA]
Envoyé: 15 février 2005 14:44
À: Ibrahima Diallo
Objet: Faculty Council Motion

Dear Ibrahima,

I am writing to inform you that at its January 28, 2005 meeting the Faculty Council of the Faculty of Social Work unanimously approved a motion to work with College universitaire de Saint-Boniface as equal partners in developing a BSW to be delivered in French by your University. We look forward to this exciting development.

warm regards,

bob mullaly

--
Dr. Robert Mullaly
Dean and Professor
Faculty of Social Work
University of Manitoba
Winnipeg, Manitoba R3T 2N2
Tel. (204)474-9869
Fax. (204)474-7594

PRESIDENT'S REPORT: April 6, 2005

My last report to Senate was submitted for its meeting on February 2, 2005. Part A of this report is organized into sections on General, Academic, Research, Administrative, and External matters. Part B contains a list of significant external engagements during the time period of this report.

I. GENERAL

1. Provincial Budget

The Provincial Budget announced March 8, 2005, and subsequent allocations by COPSE to individual universities for 2005-2006 can be summarized as:

For Post-Secondary Education (across the province)

- an increase of 3.1% to the post-secondary sector, or 4.0% when property tax savings are factored in (compared to 3.8% and 4.7% respectively for 2004-2005)

- the capital envelope for universities and colleges is $13,720,600 (compared to $18,549,500 in 2004-2005)

For the University of Manitoba

- the operating grant for 2004-05 is:

Base Operating grant	$204,428,000
ACCESS programs	2,629,000
Strategic Programs funding (net) approved in 2004/05	71,900
System Restructuring projects	50,000
Aboriginal Child and Family Services diploma	269,300
Total Operating grants	$207,448,200

The operating grant consists of a 1.48% increase in base grant and an increase of $1,535,600 (2% of tuition fee revenue projected for 2004-05) to recognize that tuition fees have been maintained at 1999-00 levels. The addition of this amount to the 1.48% base increase provides an overall operating grant increase of approximately 2.25%.

- The capital grant allocation for renovations and equipment is $3,020,000 (same level as previous years)

- major capital project funding is:

Fire Safety upgrades	$ 655,000
Fort Garry Chiller System	2,000,000
Capital Campaign Projects	3,000,000
Roof Replacement	674,100
Total Major Capital Projects	$6,329,100

- tuition rebate grants will continue to be paid, based on invoices submitted for 10% of the tuition fees collected for credit programs.

2. National Aboriginal Achievement Awards

Annually for 12 years, the National Aboriginal Achievement Foundation has honoured individuals who have made exceptional contributions to the Aboriginal Community in each of 14 categories, with the bestowing of National Aboriginal Achievement Awards. For 2005, two members of the University of Manitoba community will be honoured at a ceremony on March 31, in Saskatoon:

- **Dr. Emma LaRocque**, Professor, Native Studies, in the education category, well known as a writer, poet, historian, and social and literary critic.

- **Fauna Kingdon**, third year Management student, in the youth category, who has an extensive record of volunteerism including various positions in Nunavut.

My congratulations to both for their achievements, which have been recognized by these significant honours. It is the second year in a row that a University of Manitoba student received the National Aboriginal Achievement Award in the Youth category.

3. United Way

Once again the commitment to the United Way and the generosity of University staff, retirees, and students, have resulted in the University of Manitoba's United Way Campaign for 2004 raising more funds than in the previous year. The overall University Campaign raised $437,280, an increase of approximately 10%. The Fort Garry campaign raised $241,609 (4.8% increase), the Bannatyne campaign raised $130,587 (23.3% increase), and $65,208 (7.8% increase) was pledged by retirees. The Fort Garry total includes $13,000 donated by UMSU from the proceeds of a pre-Christmas social event, and $10,437 from the Rainbow Auction organized by 15 academic and administrative units. The amount raised by the university campaigns is significant and is second only to the Government of Canada Campaign in the "top 50 workplace campaigns". Our appreciation is extended to the large number of volunteer canvassers and contributors as well as to Dean Anne Percival, Continuing Education Division, and Mr. Ed Rzeszutek, Physical Plant, co-chairs of the Fort Garry Campaign; to Dr. Bryan Magwood, and Dr.

Wade Watson, Pediatrics and Child Health, co-chairs of the Bannatyne Campaign; to Irv Gusdal, chair of the Retirees' Campaign; and to Dr. Norm Hunter, Department of Chemistry, chair of the Leaders' Campaign.

4. International Women's Day

The Association of Employees Supporting Education Services (AESES), and the Office of the President, sponsored a dinner and lecture on March 7, 2005 in recognition of International Women's Day. The guest speakers were Drs. Tuula Heinonen and Maria Cheung, Social Work, and co-investigators on the $5 million CIDA Tier One Project, Building Human Capacity - Social Work with Rural Women in China. They spoke on the topic *Across the Ocean: Lives of Chinese Rural Women.* This is the third year of the joint sponsorship of the dinner and lecture. I was pleased, once again, to accept the invitation from AESES to join them in sponsoring the evening. Bringing greetings on behalf of the Province, was Honourable Rosann Wowchuk, Deputy Premier, and Minister of Agriculture and Food.

5. Federal Budget

The Federal Budget delivered on February 23, 2005, had a number of initiatives of interest to the University:

- In addition to the $41B funding commitment made during last Fall's Health Accord, the budget sets aside an additional $805M in federal health spending to be used for such purposes as:
  - $75M to deal with the recognition of foreign credentials for healthcare professionals;
  - $110M to improve data collection and reporting of healthcare performance;
  - $10.7M for Hep-C research; and
  - $90M for toxic substance research
- An increase of $10 M in the $12 M endowment for the post-secondary education Aboriginal scholarship program administered by the National Aboriginal Achievement Foundation.
- The three granting councils will share $375M over 5 years ($75M annually). CIHR and NSERC will receive $32M annually and SSHRC will receive $11M annually.

- An annual budget increase of $15M to the indirect cost of research program will bring the program's annual allocation to $260M.

- An additional $165M will be allocated to Genome Canada building on last year's commitment of $60M.

- $126M to support TRIUMF's five-year research plan and enable it to remain an international leader in particle physics research. The University of Manitoba is an associate member of TRIUMF.

- Research and development of renewable energy, including biomass, wind, small hydro and landfill gas will receive $97M, and $85M has been set aside to research and combat invasive alien species (plants and fish).

- $90M for scientific research and assessments under the Environmental Protection Act.

II. ACADEMIC MATTERS

Faculty of Agricultural and Food Sciences

- Dr. Digvir Jayas, Biosystems Engineering and Associate Vice-President (Research), has been elected Vice-President (President-elect) of the Association of Professional Engineers and Geoscientists of Manitoba. He will become President of the organization at its annual general meeting in October.

- Dr. Rick Holley, Food Science, received the Science and Technology Award from the Canadian Meat Council in early February in Ottawa, in recognition of significant contributions to the advancement of Meat Science and service to the industry, government, professional committees and organizations.

- The Department of Entomology has teamed up with the Manitoba Children's Museum for a new exhibit entitled *Incredible Insects*. The display will run from March 5-April 23 and will explore the insect world up close and personal. The exhibit will include live insects on loan from the Department. Entomology graduate students will assist with the exhibit.

Faculty of Arts

- Dr. Lea Stirling, Classics, was recently appointed to Editorial Board of the *American Journal of Archaeology*. Dr. Stirling is Canada Research Chair in Roman Archaeology.

- Dr. Susan Heald, Women's Studies, is one of four authors (Ann Braithwaite, Susan Heald, Susanne Luhmann and Sharon Rosenberg) of four essays published in fall, 2004 in a collection of essays entitled, *Troubling Women Studies: Pasts, Presents and Possibilities*. Toronto: Sumach Press. The collection presents a multifaceted conversation about the current and future stakes of "Women's Studies".

- Dr. Keith Sandiford, Professor Emeritus in the Department of History, was recently presented the Gold Crown of Merit (GMC) by the Governor General of Barbados in recognition for his contribution to education and community service. The GCM is the Barbados equivalent of the Order of Canada.

Faculty of Education

- Middle years teachers, teacher candidates, professors and collaborating teachers were part of an interactive evening session involving educators from a variety of levels exploring classroom management issues facing the Middle Years. This event was facilitated by associate dean of undergraduate programs Dr. David Mandzuk, Middle Years stream leader Larry Verstraete and the Manitoba Middle Years Association.

Faculty of Nursing

- Dr. David Gregory has been elected to the Canadian Association of Schools of Nursing (CASN) Board of Directors, as one of the Western Region Directors.

Student Affairs

- International Student Recruitment: For the spring term, recruitment activities will include attendance at recruitment fairs and high school visits in Russia, Mexico, Singapore, Malaysia and Indonesia. Russia is a new market this year, and the visit, sponsored by the Canadian Education Centre Network, provided an opportunity to assess the viability of the Russian market for international recruitment purposes.

- The Banner Student Information System currently being implemented has been re-named Aurora. The system was given a unique name to reflect that the Banner Student system will be configured and deployed in such a way as to meet the specific needs of the University of Manitoba. The implementation team has completed training in most of the Banner Student modules, and has identified functional gaps that will be resolved through either a technical solution or through changes in policies and procedures. A Policy Committee has been formed to provide guidance to the implementation team on options that should be pursued.

Data conversion from the legacy (IMS) system has commenced and building of validation and control tables is on-going in most modules. The targeted go-live for admission and registration in Aurora is Summer Session 2006.

- The 4th Annual Elders Gathering held February 18-20, had participation by 30 Elders and Traditional Teachers discussing topics such as diabetes, Aboriginal languages, traditional medicines and HIV/AIDS. The Elders Gathering is hosted by the Aboriginal Student Centre, Department of Native Studies and the Aboriginal Students' Association. There was approximately 300 registrants over the weekend and over 150 student volunteers.

- Spirit Cup, organized by Housing and Student Life, is an annual residence event in which the Houses compete to "out spirit" each other. Points are awarded for attendance at Bison sporting events as well as for participation in charity initiatives by the students. The winning house receives the Spirit Cup as well as $1000 which is used for house improvements or a scholarship donation. This year's winner, announced at the Bison men's hockey game on February 26, was East Tache Hall.

III. RESEARCH MATTERS

Honours and Distinctions

- Dr. Betty Havens, Community Health Sciences, was awarded the Order of Canada for her work as one of the country's leading gerontologists. In 1971, she designed the Aging in Manitoba Longitudinal Study which has become the longest and most comprehensive study of its kind in Canada. The Order of Canada was presented by Lieutenant-Governor John Harvard, on behalf of the Governor General, at a bedside ceremony on February 18. Sadly, Dr. Havens passed away on March 1.

- Dr. Gerald Friesen, History, was the recipient of the 2004 Winnipeg Rh Foundation Award and on January 20 he was honoured with an invitational dinner at the University Club followed by a public lecture in 343 Drake. His talk entitled *Integrating Immigrants: A History of Winnipeg as a Multicultural Community*, was delivered to an appreciative full house.

- Dr. Aftab Mufti, Civil Engineering, and President of ISIS Canada, has received the Association of Professional Engineers and Geoscientists of the Province of Manitoba's Award of Merit. The award recognizes outstanding achievement as well as the direct advancement of the engineering profession. Dr. Mufti has long been an active proponent of advanced composite materials (ACM) and was one of the key persons to initiate interest in the uses of ACM for civil engineering

structures in Canada through his founding work as chair (1989 -1993) of the Canadian Society for Civil Engineering (CSCE) technical committee on the use of ACM in bridges and structures.

- Dr. Harvey Chochinov, Psychiatry and CRC in Palliative Care, published an article entitled, "Desire for death in the terminally ill" in 1995. It has been listed as the 10th highest cited article in the history of the *American Journal of Psychiatry.*

- Professor Deb Askin, Faculty of Nursing, published a book in 2004 entitled *Infection in the Neonate: A Comprehensive Guide to Assessment, Management, and Nursing Care* (Santa Rosa, CA: NICU Ink Books),which was selected for the 2004 American Journal of Nursing Book of the Year Awards in the Maternal-Child Nursing & Childbirthing category.

Grants Received and/or Applied for

- The University of Manitoba received funding for the creation of two NSERC (Sciences and Engineering Research Canada) Industrial Research Chairs. At an event held at the University on January 14, the Hon. Reg Alcock, President of the Treasury Board and Minister Responsible for the Canadian Wheat Board announced an investment of over $1.5 million over five years to establish a Chair in Power Systems Simulation held by Dr. Ani Gole, Electrical and Computer Engineering, and a Chair in Alternative Energy, held by Dr. Eric Bibeau, Mechanical and Manufacturing Engineering. Manitoba Hydro sponsors both Chairs. Dr. Gole's Chair is also supported by Winnipeg-based Manitoba HVDC Research Centre, a leader in power system research and technology; RTDS Technologies, a high profile Manitoba-based company continuing to develop the Real Time Digital Simulator; and Teshmont Consultants, an international leader in high voltage transmission. All partners contributed direct funding, along with significant in-kind resources for both research and the dissemination of results. The Chair in Power Systems Simulation will focus on the development of computer simulation methods for energy generation, transmission, distribution and utilization. The Chair in Alternative Energy will focus on the development of new small-hydro and animal wastes to energy generation applications.

Related Initiatives

- Merck Frosst Canada pledged $750,000 to support the establishment of a research chair in pediatric asthma and allergy. At an announcement held in the John Buhler Atrium on January 26, Rick Fife, Merck's director of corporate affairs, Dr. Joanne Keselman, Vice-President (Research), Dr. Dean Sandham, Dean, Faculty of Medicine, Dr. Estelle Simons, Pediatrics/Immunology, and the Hon. Theresa Oswald, Minister of Healthy Living, unveiled an oversized cheque for the

$750,000. Home to Canada's National Training Program in Allergy and Asthma Research, scientists from around the world come to the University of Manitoba to learn more about the causes and management of asthma and allergy. Asthma is the most frequent immune disorder in North America and the most common chronic disease of childhood. The University's department of pediatric allergy is recognized nationally and internationally as a centre of excellence in research related to pediatric allergies and asthma.

Program Initiatives

- Smartpark is collaborating with the Women in Science and Engineering program (WISE) to deliver an innovative program called *Kid-netic Energy Saturdays.* This program is tailored for children in Grade 5. The program will run for four Saturdays, from February 26 to March 19 in the afternoons, and will be hosted by Smartpark in the boardroom at 135 Innovation Drive. Each Saturday of the program will feature a different science or engineering theme. TRLabs and IMRIS are supporting and participating in this program. The February 26 session, *Shock it to me! Electricity Day*, included a graduate student from TRLabs who gave a personal glimpse into what it is they do and why they do it. The March 19 session, *Solve the case of the fearsome frog-napper on Forensic and Medical Sciences day*, will include a tour of "the operation theatre" at IMRIS.

IV. ADMINISTRATIVE MATTERS

Smartpark

- As part of the Jazz Innovator Series, Luciana Souza, Brazilian jazz vocalist performed in concert on February 5, 2005 at the Pantages Playhouse Theatre to an appreciative audience of approximately 800. The Jazz Innovator Series is sponsored by Smartpark Development Corporation, the Continuing Education Division and the Faculty of Music.

- A meeting was held for members of the adjacent residential community to present information on current and planned development in Smartpark. Although only three residents attended, there were several questions and the presentation was well-received.

Ancillary Services

- The Residence Student Life staff hosted the second annual Prairie Residence Summit from January 21 to 23, 2005. The Prairie Residence Summit is focused on sharing information with the goal of creating residences as respectful living spaces that allows students to develop academically, personally and professionally. The conference drew residence life staff from Brandon

University, University of Regina, University of Winnipeg, University of Manitoba and St. John's College. Over 70 delegates were in attendance.

Financial Services

- Payroll Staff prepared and mailed over 14,000 T4s and 9,500 T4As before the end of February.

- Final statistics for the 2004 calendar year show that Financial Services accepted approximately 73,000 student payments, of which 23.9% were through the internet or Telepay. This represents an improvement over 2003's 17.5% experience.

Human Resources

- The implementation of the VIP system (new Human Resources Information System) for the Pensioner Payroll was achieved for the December 31, 2004 month end. This was a significant achievement and represents the first of four "go-live" processes.

- A settlement was reached with the Canadian Auto Workers (CAW) on January 12, 2005 and was ratified on January 13, 2005 with 78% of members voting in favour of the agreement The new collective agreement for the period October 1, 2004 to October 5, 2007 includes 3% increases in each year of the contract, a decoupling of the UM trades from the construction trades, adjustments to eleven classifications ranging from 35 cents to $1.05 per hour and a lump sum payment in lieu of retroactivity.

Information Services and Technology

- JUMP, the University of Manitoba's enterprise portal went live in early February. JUMP provides students with a secure web environment that includes e-mail, calendar and group tools.

Physical Plant

- Status of Building Projects:

  - Roofing has started on the Engineering and Information Technology Complex (EITC) with about 50% of the atrium roof complete. The roof deck on the new building is complete, and the deck at Engineering I is near complete. Hoarding at the exterior of the building at the 100 to 300 levels is installed. The east elevation is currently hoarded to the 600 level. Glass exterior framing is in progress throughout the building and glass itself is being installed around the atrium exterior walls. Masonry interior

walls are complete on the 300 level. Steel stud framing of interior steel stud walls are complete to the 400 level. Renovation work in Engineering I is now focused on the courtyard between the north and south annexes. Weather fluctuation over the last month resulted in some lost time.

- Construction of the Environmental Safety Building is expected to be complete by the second week of April 2005.

- Installation of the new gas line is nearly complete at Glenlea and the piping is nearly complete to the houses.

- The Buller Building lab redevelopment project is progressing with slab replacement, roof replacement, and fumehood projects now complete.

- Construction on the Richardson Centre for Functional Foods and Neutraceuticals is presently 4 weeks behind schedule due to weather conditions, and is expected to be completed by September 2005.

- Electrical upgrading and trenching is underway in the Straw Bale Building.

- Mechanical and electrical rough-ins are keeping up with the rest of the construction work for the University of Manitoba facility on Selkirk Avenue. The expected date for move-in is still confirmed as mid-June.

V. EXTERNAL MATTERS

Special Events

- On January 26, external affairs co-ordinated the announcement on the Bannatyne Campus of a commitment of $750,000 from Merck Frosst to support a chair in pediatric allergies and asthma.

- On February 21, a event was held on Bannatyne Campus to announce the $3 million gift from Apotex for the Prescription for the Future Campaign for the Faculty of Pharmacy. About 100 people attended, and the program included Mr. Jack Kay from Apotex and the Honourable Tim Sale, Minister of Health.

- On February 25, the announcement of a gift of $750,000 was made by BMO Financial Group in Marshall McLuhan Hall. Mr. John MacAulay, Vice-President (Manitoba), BMO Bank of Montreal, made the announcement. The funding will establish the BMO Financial Group Leadership Scholarships which are renewable awards for top students after University 1.

Government Relations Office

- On January 17, Honourable Tim Sale, Minister of Health, visited Bannatyne Campus. The event was held to formally introduce the newly appointed Minister to Bannatyne Campus, particularly to the faculties of Dentistry and Medicine. The Minister shared the government's agenda on health care and both the Dean of Dentistry and the Dean of Medicine outlined their faculties' priorities to the Minister.

Alumni Affairs

- The April 2005 *On Manitoba* magazine which will feature agriculture. Thirteen faculties have confirmed that they will include a newsletter insert in this issue as a cost-effective way to reach their graduates and keep them up-to-date on faculty news.

- The Alumni Association electronic newsletter was sent to approximately 11,000 alumni in January. The next electronic newsletter will be sent in March.

- The Alumni Association worked with External Relations to coordinate a successful alumni reception in Tel Aviv, Israel, hosted by President Szathmáry, in January 2005.

- Alumni Association president Brian Macpherson and Jana Thorsteinson represented the University of Manitoba at an All-Canadian Alumni Event in Atlanta on February 17.

- The Alumni Association and Public Affairs co-sponsored University of Manitoba Night at the Manitoba Moose on March 5. Alumni and friends receive a special ticket price of $18 for the hockey game (regular price is $25) and chances to win prizes. Over 600 attended.

Public Affairs

- Public Affairs continued to work on a new national marketing strategy, involving a direct mail strategy and national print ads, with BIMM Communications. The strategy includes the new tagline "One University. Many Futures.", which will be used on items such as postcards, brochures, and print ads.

Private Funding

- Since April 1, 2004, $29.2 million has been raised from private funding sources towards the goal of $30 million by March 31, 2005. This includes over $6.7 million in capital funds and over $4.2 million in student support.

- The Department of Private Funding will be reorganized into 2 departments as at April 1, 2005:

  - The Department of Advancement Services which will involve all of the gift processing, system administration, records management, research and communications functions. Chris Horbachewski, the former Campaign Director, who is currently managing the System Renewal Project, will lead this department.

  - The Department of Development which will involve all of the direct fundraising activities. The Director of the Department of Private Funding will be leaving the university in April and a national search for a replacement is underway.

PART B - Notable Events (External)
Emőke J. E. Szathmáry
January 24, 2005 - March 14, 2005

Tuesday, January 18, 2005

- Meet with alumnus and University of Manitoba benefactor in Toronto, accompanied by Dr. Glenn Feltham, Dean of the I.H. Asper School of Business, and Mrs. Elaine Goldie, Vice-President (External).

Wednesday, January 19, 2005

- Host dinner at 37 King's Drive in honour of retiring CEO of St. Boniface General Hospital, Mr. Hubert Gauthier.

Thursday, January 20, 2005

- Host dinner at the University Club in honour of Dr. Gerald Friesen, 2004-2005 recipient of the Winnipeg Rh Institute Foundation Medal.

- Attend lecture given by Dr. Gerald Friesen, 2004-05 recipient of the Winnipeg Rh Institute Foundation Medal.

Friday, January 21, 2005

- Welcome participants to the "Changing Faces, Facing Change Conference", the 4th annual University Teaching Services Teaching and Learning Symposium, and introduce the Honourable Nancy Allan, Minister of Labour and Immigration.

- Attend the St. Paul's Day Mass, St. Paul's College.

Saturday, January 22, 2005

- Receive Honour Award from St . Paul's College Alumni and Friends, at Alumni & Friends Banquet, and give response.

Monday, January 24, 2005

- Attend meeting of the St. Boniface General Hospital Board of Directors.

Thursday, January 27, 2005

- Present remarks at the Faculty of Dentistry Alumni Luncheon.

Saturday, January 29, 2005 - Sunday, February 6, 2005

- Trip to Nairobi, Kenya.

Monday, January 31, 2005

- Present remarks on the 25th anniversary of collaboration between the University of Nairobi and the University of Manitoba, at the Opening Ceremonies, Annual Review Meeting 2005 of the University of Nairobi STD/AIDS Collaborative Group

- Attend as many of the scientific presentations as possible (this day and rest of the week).

- Bring greetings and attend reception hosted by University of Manitoba, for participants of the Annual Review Meeting 2005 of the University of Nairobi STD/AIDS Collaborative Group.

Tuesday, February 1, 2005

- Meet with Professor George Magoha, Vice-Chancellor, University of Nairobi.

- Meet with Dr. J. Kitonyi, Principal of the College of Health Sciences, University of Nairobi.

- Meet with Mr. Jim Wall, Canadian High Commissioner to Kenya, along with Dr. Jim Gardner, Executive Director, International Relations, Dr. Dean Sandham, Dean of Medicine, and Dr. Joanne Embree, Head, Medical Microbiology.

- Attend Opening Ceremony and Reception for the Coptic Hospital HIV Clinic hosted by the Coptic Hospital and the University of Washington

Wednesday, February 2, 2005

- Visit the Majengo Clinic for sex trade workers, and the Maternal and Child Health Unit at Pumwani Maternal Hospital, both supporting the work of University of Nairobi and University of Manitoba staff collaborating in STD/AIDS research and development programs.

- Present remarks and participate in ground breaking ceremony for the Biosafety Level III Laboratory, funded by the Canada Foundation for Innovation and the Manitoba Research and Innovation Fund under the Canada-Kenya International Collaboration of Infectious Diseases Research initiative, College of Health Sciences campus, University of Nairobi.

Thursday, February 3, 2005

- Return visit to the Maternal and Child Health Unit at Pumwani Maternal Hospital, at the request of local staff to discuss workplace issues

Friday, February 4, 2005

- Attend dinner for University of Manitoba delegation, hosted by Dr. Elizabeth Ngungi, Department of Community Health, Faculty of Medicine, University of Nairobi.

Saturday, February 5, 2005

- Attend Satellite Meeting on viral Hemorrhagic Fevers.

- Meet with Dr. Larry Gelmon, University of Manitoba representative on site at the University of Nairobi.

Wednesday, February 9, 2005

- Attend Chinese Community and Cultural Centre Dinner marking the onset of the Chinese New Year.

Friday, February 11, 2005

- Host dinner at 37 King's Drive for Rhodes Scholars Dan Lussier and Graham Reynolds.

Monday, February 14, 2005

- Meet with the Premier of Northwest Territories, Joe Handley, at his invitation in Yellowknife, NWT. Also participating in the meeting was the Minister of Health, Michael Miltenberger, the Minister of Education Charles Dent, the Chief Medical Official, Dr. Andrei Corriveau, and John Alho, Director of Government Relations, University of Manitoba.

- Lunch meeting with Mark Cleveland, Deputy Minister of Education, Culture and Employment and Dan Daniels, Assistant Deputy Minister, Advanced Education and Careers, Yellowknife, NWT.

Thursday, February 17, 2005

- Present the State of the University address as keynote speaker at the Winnipeg Chamber of Commerce luncheon.

Monday, February 21, 2005

- Present remarks at the Faculty of Pharmacy major gift announcement, Bannatyne Campus.

- Present remarks at the dedication of the memorial plaque in honour of Dr. Christine Egan, Bannatyne campus.

Wednesday, February 23, 2005

- Present remarks and host reception at the University Club for recipients of promotion and/or tenure in 2003, and their guests.

Thursday, February 24, 2005

- Attend meeting with Louise Gordon, Executive Director, Council on Post-Secondary Education, and Dwight Botting, Deputy Minister of Advanced Education

- Attend dinner in honour of the Marjorie Ward Lecturer, Mr. Thomas Berger, OC, St. John's College.

- Attend the lecture given by Mr. Thomas Berger, Marjorie Ward Lecturer, St. John's College.

Friday, February 25, 2005

- Present remarks at BMO Bank of Montreal funding announcement, Ft. Garry campus.

Monday, February 28, 2005

- Attend Manitoba Chambers of Commerce breakfast featuring The Honourable Reg Alcock.

Thursday, March 3, 2005

- Meet with Paul Vogt, Clerk of the Executive Council, Province of Manitoba, along with Mr. John Alho, Director of Government Relations

Saturday, March 5, 2005

- Attend University of Manitoba Alumni Night and the Manitoba Moose Hockey Game.

Monday, March 7, 2005

- Present remarks at International Women's Day Dinner and Lecture, co-sponsored by the Association of Employees Supporting Education Services and the Office of the President, presented by Tuula Heinonen and Maria Cheung.

Tuesday, March 8, 2005

- Attend pre-budget meeting of college and university presidents and Board chairs with the Minister of Advanced Education Diane McGifford, the Chair of COPSE, Mr. Don Robertson, and Louise Gordon, Executive Director, COPSE.

- Attend Province of Manitoba budget presentation.

Wednesday, March 9, 2005

- Provide live interview to Kasey Wilson of CJOB's radio program "Up Close and Personal".

Thursday, March 10, 2005

- Attend reception and dinner for the Council of Western College and University Presidents (COWCUP) and their partners in Vancouver.

Friday, March 11, 2005

- Participate in meeting of COWCUP, Vancouver, BC.

- Attend dinner for Dr. John McCarthy, S.J., hosted by Dr. John Stapleton, Rector of St. Paul's College.

Monday, March 14, 2005

- Attend the Affiliation Lecture, St. Paul's College, given by Dr. John McCarthy, S.J.

Tuesday, March 15, 2005

- Host the dinner at the University Club in honour of Nobel Prize recipient (1985, Physics) Dr. Klaus von Klitzing, Knight Distinguished Visitor.

- Present remarks and attend lecture given by Knight Distinguished Visitor, Dr. Klaus von Klitzing.

March 23, 2005

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 Juliette Cooper will be the Speaker for the Executive Committee for the April 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. Emőke Szathmáry, Chair
Senate Executive Committee
Terms of Reference: *Senate Handbook* (Revised 1992), Section 9.

/jml

UNIVERSITY OF MANITOBA | Faculty of Arts

Dean's Office
306 Fletcher Argue Building
University of Manitoba
Winnipeg, Manitoba
Canada R3T 5V5
Telephone (204) 474-9055
Facsimile (204) 474-7590
Email stewartd@cc.umanitoba.ca

DATE: February 22, 2005

TO: Jeff Leclerc, University Secretary

FROM: D. Stewart, Chair, CPAC, Faculty of Arts

SUBJECT: **Faculty of Arts -**
International Studies Program to be offered at St. Boniface College

---

The enclosed proposal has been considered and approved by the Arts Course and Program Approvals Committee on February 8th and by the Arts Executive Committee on February 21st. It will be considered at Arts Faculty Council on March 3rd.

Once Arts Faculty Council has considered the proposal, Dean Sigurdson will send you a confirming letter in lieu of signing the individual forms.

DS/vw
Enclosures

cc: Dean R. Sigurdson
L. Durand, Secretary, Arts Executive Committee
V. Warkentin, Secretary, CPAC

Received
FEB 22 2005
University Secretariat

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

FACULTY OF ARTS

COURSE AND PROGRAM APPROVALS COMMITTEE

Undergraduate Material for Consideration (February 2005)

Program: INTERDISCIPLINARY - International Studies Program (offered at St. Boniface College)

Included are proposals for:

- introduction of

program: International Studies Program - Three Year General Degree Program (offered at St. Boniface College)

courses:	019.325F	Économie politique internationale	(3)
	019.384F	Les approches théoriques en relations internationales	(3)
	XXX.1XXF	Introduction aux études internationales	(3)
	XXX.3XXF	Sujets particuliers en études internationales	(3)

NET CHANGE IN CREDIT HOURS: + 12 HOURS

VW 22/02/05

COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE

Faculté des arts, administration des affaires et des sciences

BACHELOR'S DEGREE IN INTERNATIONAL STUDIES

February 8, 2005

122

TABLE OF CONTENTS

FOREWORD ____ ***3***

1. ORIENTATION ____ ***4***

2. PROGRAM OBJECTIVES ____ ***5***

3. PROGRAM STRUCTURE, COMPOSITION AND REQUIREMENTS ____ ***5***

3.2 Language requirements ____ **7**

3.3 Composition of the B.A. in International Studies Program ____ **8**

3.3.1 Required Courses in Year 1 - University 1 (30 credits) ____ 8

3.3.2 Required Courses in the Bachelor of International Studies (42 credits) ____ 8

3.3.3 Optional Courses in the Bachelor of International Studies (18 credits) ____ 10

4. ADMISSION REQUIREMENTS ____ ***11***

5. CAREER OPPORTUNITIES ____ ***11***

FOREWORD

A program in International Studies will make an important contribution to the mission of Collège de Saint-Boniface (CSB) by further promoting the cultural diversity that can be found more and more at CSB and in the Franco-Manitoban community. This international course, taught in French, will offer students of the College the opportunity to study the field of international affairs, and in so doing expand their educational, cultural, economic and social horizons. This program of studies will provide students the training needed to work in the international arena. It will also serve to raise the profile of our institution as we will be the first and only establishment in Manitoba to offer such a program.

This Bachelor of Arts with major in International Studies lies within the framework of the diversification of programs at CSB. It will offer students a wider and more varied range of programs and degrees that lead to enrolment in Graduate Studies at the pre-masters, masters and doctoral level, whether the student chooses to pursue them at the University of Manitoba or elsewhere. It must be emphasized that this type of program is seen more and more in Canadian universities. Moreover, an interdisciplinary undergraduate program titled *Global Political Economy* currently exists at the University of Manitoba.

Globalization, immigration and multiculturalism are issues that are increasingly present and topical in Manitoba and Canada. The International Studies Program will offer CSB students a unique opportunity to become participants and citizens open to widening their perspective of the political, social and economic issues on the international stage.

Indeed, it is imperative that such a program be put in place as part of the international perspective of the College's student body. Like all Canadian post secondary institutions, the College has seen an increase in enrolment. In the last five years, international students have made an important impact on the College. The number of international students has tripled and, what is more, a large number of landed immigrants have joined them, adding a considerable element of diversity to the College. This has had the effect of stimulating the creation of new programs and the setting up of certain socio-cultural activities in our institution.

This is underlined by the fact that, last year, the College hosted an information session sponsored by the Canadian International Development Agency (CIDA); three of our students participated in a practicum in Senegal and in Morocco sponsored by *l'Agence universitaire de la Francophonie* (AUF). In 2003, three students from the College participated for the first time at the Model United Nations in New York. Again, in 2004, a delegation of six students from the CSB once again attended the Model United Nations in April. Finally, the College's Rights and Democracy Group organized an international conference during *La Francophonie* week which looked at the question of democratization in the Third World, specifically in francophone Africa.

In light of the phenomenon of globalization, universities must be ready to open themselves to the world. One way of doing this is through the creation of programs which encourage such diversity and which respond to the demands of the employment market by stimulating and supporting globalization. It is the duty of the College to fulfill the needs of its Francophone and Francophile students, whether they are from Manitoba, Canada, Africa, the Caribbean or France. This program is therefore a step in the right direction, one more step in opening up the Collège to the world.

1. ORIENTATION

The Bachelor of International Studies offers the student the opportunity to acquire a Interdisciplinary environment. In the context of increasing globalization, the integration of interdisciplinary and multicultural knowledge has clearly become a necessity. This program will help students to develop critical thinking in the political, economic, social and cultural fields. For students wishing to delve into issues related to globalization, the BA program in International Studies is based on a series of required courses and a number of optional courses in the following areas: Business Administration, Anthropology, Economics, Geography, History, Languages, Political Science, Religion and Sociology.

Given the linguistic realities of Canada, the program will also place particular importance on cultural relations between Francophone and Anglophone areas as well as with rest of the world.

2. PROGRAM OBJECTIVES

The program will allow the student to achieve the following objectives:

- To understand, from a general point of view, the world, its realities and the relationship among cultures.
- To familiarize the student with the political, economic, social and cultural questions of the modern world.
- To make the student aware of the major current issues relating to international studies such as the need to create conditions for lasting international peace, environmental issues, and cultural differences, to name only a few.
- To guide the student in developing critical thinking when examining international issues.
- To acquire methodological tools pertaining to different disciplines.
- To be functional in both official languages of Canada.
- To develop personal qualities such as empathy, critical thinking and creativity which are necessary these days in an international career.
- To increase appreciation of the effects of diversity and the intercultural and multicultural context in which we live.

3. PROGRAM STRUCTURE, COMPOSITION AND REQUIREMENTS

The proposed program is a three year degree with a total of 90 credit hours leading to a B.A. in International Studies. It will be administered by the Faculty of Arts, Science and Business Administration (FASAA), given that the program is of an interdisciplinary nature and that the large majority of courses are offered by these different departments. A consulting committee whose members actively participate in the Manitoban international community would be called upon to collaborate in order to evaluate the effectiveness of the program.

The structure of this program was based, in part, on the global Political Economy program offered at the University of Manitoba which does not require the completion of a minor (See : Article 8.15 in the UM calendar under ARTS.) It is understood that the

Collège's calendar will also contain a note indicating that the International Studies program can be completed without the required minor.

Summary of credits to be offered :

Table 1

Year 1 – 30 credit hours		**Years 2 and 3 – 60 credit hours**	
-French or English	6 cr	Required courses	42 cr
-Maths/Science Requirement (3 credits in Mathematics)	6 cr	Optional courses	18 cr
-Introduction à la politique *(Introduction to Politics 019.150)*	6 cr		
-Introduction aux politiques et problèmes économiques canadiens (018.121) *Introduction to Canadian Economic Issues & Policies*	3 cr		
-Introduction aux politiques et problèmes économiques mondiaux (018.122) Introduction to Global & Environmental Issues & Policies	3 cr		
-*Introduction aux Études internationales (xxx.1xx) *(Introduction to International Studies)*	3 cr		
-Introduction à l'université *(Introduction to University 099.111)*	3 cr		
Note: The minimum cumulative GPA is 2.00 or C.			

*** New courses to be introduced**

Beyond its educational contribution, the favourable response to the program by different departments and the administration of CSB is due to the fact that it requires few new resources. Of the 90 credits, 78 are already available at the Collège. And 12 new credits remain to be introduced in our institution. (see Table 2 below). It is also important to note, that all the courses can also be part of other programs offered at the Collège.

3.1 New courses for the International Studies Program

Table 2

*xxx.xxx	**Introduction aux études internationales** *Introduction to International Studies*	*required*	3
019.325	**Économie politique internationale** *International Political Economy*	*required*	3
019.384	**Approches théoriques en relations internationales** *Approaches to the Study of International Relations*	*required*	3
*xxx.3xx	**Sujets particuliers en études internationales** *Selected Topics in International Studies*	*optional*	3

xxx.xxx – **Introduction aux études internationales** This new course will be introduced specifically for this program. This seminar course would bring together instructors in several of the disciplines involved in the program and would serve as an introduction to international studies and would ensure that the program is a unique, enriching experience for students.

3.2 Language requirements

The final objective of language acquisition is for the student to be functional in the two official languages of Canada. Beginning with the student's admission to the College, le Service de perfectionnement linguistique (SPL - Language Enrichment Service) establishes a linguistic profile in French and in English and directs the student to the appropriate language courses.

3.3 Composition of the B.A. in International Studies Program

3.3.1 Required Courses in Year 1 - University 1 (30 credits)

Languages	Based on the results of the SPL's linguistic profile, students will take either French or English course (s)	6
	Français (French) : 144.100 or 144.109 and 144.111[1]	
	Or	
	Anglais (English) : 004.106 and 004.107 or 004.200[2]	
	Maths/Science Requirement (3 credits in Mathematics)	6
019.150F	Introduction à la politique *Introduction to Politics*	6
018.121F	Introduction aux politiques et problèmes économiques canadiens *Introduction to Canadian Economic Issues & Policies*	3
018.122F	Introduction aux politiques et problèmes économiques mondiaux *Introduction to Global & Environmental Issues & Policies*	3
***xxx.1xx**	**Introduction aux études internationales** *Introduction to International Studies*	3
099.111F	Introduction à l'université *Introduction to University*	3

3.3.2 Required Courses in the Bachelor of International Studies (42 credits)

011.238F	Le monde du XX[e] siècle *The Twentieth-Century World*	6
019.204F	Introduction aux relations internationales *Introduction to International Relations*	6
019.356F	Politique étrangère canadienne *Canadian Foreign Policy*	6
***019.325F**	**Économie politique internationale** *International Political Economy*	3

[1] Students with insufficient results at the test will be required to take 144.100 (6cr); students with better results will have to take the 144.109 (3 cr) and 144.111 (3 cr).

[2] Students with an insufficient results at the test will be required to take 004.106 (3 cr) and 004.107 (3cr); students with better results will have to take 004.200 (6 cr) which is an intermediate level English course.

***019.384F**	**Approches théoriques en relations internationales** *Approaches to the Study of International Relations*	3
027.412F	Commerce international International Commerce	3
Langues	Français (French): 144.109 or 144.111 or 144.291 or Anglais (English) : 27.200 or 27.350	3
053.128F	Introduction à la géographie humaine *Introduction to Human Geography*	3
076.122F	Anthropologie culturelle *Cultural Anthropology*	3
077.121F	Introduction à la microsociologie *Introduction to Micro-Sociology*	3
077.122F	Introduction à la macrosociologie *Introduction to Macro-Sociology*	3

3.3.3 Optional Courses in the Bachelor of International Studies (18 credits)

(It is the student's responsibility to verify whether the course has a prerequisite.)

015.132F	Introduction à la logique *Introduction to Logic*	6
015.230F	Philosophie politique *Political Philosophy*	6
019.251F	Les grands penseurs politiques *Great Political Thinkers*	6
019.314F	Sujets particuliers en politique 1 *Selected Topics in Politics 1*	3
019.315F	Sujets particuliers en politique 2 *Selected Topics in Politics 2*	3
020.132F	Introduction aux religions du monde *Introduction to World Religions*	6
*xxx.3xx	**Sujets particuliers en études internationales** *Selected Topics in International Studies*	**3**
053.129F	Introduction à la géographie physique *Introduction to Physical Geography*	3
053.265F	Géographie politique 1 *Political Geography 1*	3
053.266F	Géographie politique 2 *Political Geography 2*	3
053.342F	L'eau, enjeu géostratégique *Water as a Geostrategic Issue*	3
053.382F	Les territoires de la francophonie mondiale *Global Francophone Territories*	3
053.384F	Les espaces francophones de l'Afrique, de l'Asie et de l'Océanie *Francophone Communities in Africa, Asia and Oceania*	3
076.330F	Problèmes sociaux contemporains et l'anthropologie *Anthropology and Contemporary Social Issues*	3

076.375F	Globalisation et mondialisation *Anthropological Perspectives on Globalization and the World-System*	3
077.231F	Choix de problèmes sociaux *Selected Social Problems*	3
077.357F	Inégalités sociales	3

***New courses to be introduced**

It is important to note that the course 19. 356 which was taught every second year in the regular BA of Arts, becomes an annual course in the International Studies Program.

4. ADMISSION REQUIREMENTS

Students who have satisfied all the admission requirements as outlined under the heading *Required Courses in Year 1 – University 1* of this document will be eligible for admission in the new International Studies Program.

5. CAREER OPPORTUNITIES

Students who receive a degree in International Studies will be equipped to undertake an international career in any of several areas. The Manitoba Department of Industry, Trade and Mines notes that 2400 Manitoba entrepreneurs, who are also potential employers, work in the international sector, and of these approximately 80 do business in France[3]. In addition, a number of Franco-Manitoban companies are involved in international economic activities.

The program could lead to the following careers[4]:

- Civil servant (at all levels of government and in foreign affairs)
- Diplomat
- International policy analyst
- Program agent in an international organization or a non-governmental organization

[3] Manitoba Business Information Service

http://db.itm.gov.mb.ca/BISP/BISCT.nsf/IDLookup/MCDAbout?OpenDocument

[4] Forum for International Trade Training www.fitt.ca

- Researcher in corporate affairs and in international organizations in general
- Import agent and specialist
- Customs broker
- Foreign Trade Consultant
- International Marketing representative
- Commercial officer

COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE

Faculté des arts, administration des affaires et des sciences

BACCALAURÉAT EN ÉTUDES INTERNATIONALES

8 février 2005

TABLE DES MATIÈRES

PRÉAMBULE....3

1. ORIENTATION....3

2. OBJECTIFS DU PROGRAMME....3

3. STRUCTURE, COMPOSITION ET EXIGENCES....3

3.1 Nouveaux cours au baccalauréat ès arts en Études internationales....3

3.2 Exigences en langue....3

3.3 Composition du Baccalauréat ès arts en Études internationales....3

3.3.1 Cours obligatoires de la première année - Université 1 (30 crédits)....3

3.3.2 Cours obligatoires du baccalauréat en études internationales (42 crédits)....3

3.3.3 Cours à option du baccalauréat en études internationales (18 crédits)....3

4. CONDITIONS D'ADMISSION....3

5. POSSIBILITÉS DE CARRIÈRES....3

PRÉAMBULE

Un programme en études internationales s'insère dans la mission du Collège de Saint-Boniface (CSB) comme l'une des contributions importantes pour faire avancer la diversité culturelle que l'on retrouve de plus en plus au CSB et dans la communauté franco-manitobaine. Ce cursus international en français offre aux étudiants[1] du Collège l'occasion d'étudier le domaine international et, par le fait même, leur permet d'élargir leurs horizons éducationnels, culturels, économiques et sociaux. Ce programme d'étude vient offrir aux étudiants une formation qui leur permettra d'œuvrer dans le domaine international et de rehausser le profil de notre établissement car nous serons le premier et le seul établissement au Manitoba à offrir un tel programme.

Le baccalauréat ès arts en études internationales s'inscrit dans le cadre de la diversification des programmes du CSB. En effet, il offrira aux étudiants un éventail élargi et varié de programmes et de cours en préparation à une éventuelle inscription vers les études aux cycles supérieures, vers la prémaîtrise, par exemple ou qu'il s'agisse d'un programme du deuxième ou du troisième cycle, que l'étudiant choisisse de poursuivre ses études à l'Université du Manitoba (UM) ou ailleurs. Il faut souligner que ce genre de programme se retrouve de plus en plus dans les universités canadiennes. D'ailleurs, il existe un programme interdisciplinaire au premier cycle offert par la faculté des arts à l'université du Manitoba qui s'appelle *Global Political Economy Program* .

La mondialisation, l'immigration et le multiculturalisme sont des questions de plus en plus présentes et actuelles au Canada et au Manitoba. Ce programme offrira aux étudiants du CSB une occasion unique de participer et de devenir des citoyens susceptibles d'élargir leurs perspectives des enjeux politiques, sociaux et économiques de la scène internationale.

En effet, il s'avère impératif qu'un tel programme s'inscrive dans le cadre d'une perspective internationale de l'effectif du CSB. Comme dans tous les établissements postsecondaires canadiens, le Collège connaît un accroissement dans ses inscriptions. Depuis cinq ans, l'impact international se fait voir et ressentir au Collège. Le nombre d'inscriptions d'étudiants internationaux a triplé et, de plus, un nombre important d'immigrants reçus sont venus s'ajouter à

---

[1] Le masculin est employé à titre de genre non-marqué pour désigner les femmes et les hommes.

ces inscriptions, ce qui apporte un élément de diversité au Collège. Cela a pour effet d'encourager la création de nouveaux programmes et la mise sur pied de certaines activités socioculturelles dans notre établissement.

Un sondage effectué au Collège en novembre 2003 auprès de 28 étudiants et étudiantes inscrits en première année en administration des affaires et en économie a démontré qu'il y existait un vif intérêt pour la mise en place d'un tel programme. Des 28 étudiantes et étudiants de première année, 18 se sont montrés intéressés. Certains des étudiants et étudiantes en administration des affaires sont même prêts à combiner leur programme en Administration des affaires au nouveau programme d'Études internationales. Un autre sondage, celui-ci effectué en septembre 2004 auprès de 31 étudiantes et étudiants inscrits en sciences politiques a aussi démontré qu'il existait un grand intérêt. En effet, 24 étudiantes et étudiants ont déclaré être intéressés contre seulement 7 qui ne l'étaient pas du tout. Ceux qui ont déclaré de l'intérêt ont reconnu la valeur ajoutée qu'un programme à vision internationale pourrait leur apporter lors de la recherche d'emploi, surtout pour ceux et celles qui se cherchent un emploi à vocation internationale. Tout compte fait, plus de *70 % des étudiants sondés ce sont montrés très favorables à la mise sur pied d'un tel programme.*

Ainsi, nous aimerions souligner le fait que, l'année dernière, le Collège a été l'hôte d'une session d'information parrainée par l'Agence canadienne du développement international (l'ACDI); et que depuis, deux étudiantes et un étudiant ont participé au programme de stage pratique parrainé par l'Agence universitaire de la Francophonie (AUF) au Sénégal et au Maroc. De plus, le Collège a participé pour la première fois à l'exercice de Simulation des Nations-Unies à New York en avril 2003 et encore une fois, en avril 2004. Enfin, le groupe Droits et démocratie du Collège a organisé une conférence internationale durant La semaine de la Francophonie en avril 2004 où celle-ci a porté sur les questions de démocratisation des pays en développement et plus spécifiquement des pays de l'Afrique francophone.

Avec le phénomène de la mondialisation, les universités se doivent d'être prêtes à s'ouvrir au monde entier. Une façon de le faire est par le biais de l'élaboration de programmes qui encouragent cette diversité et viennent stimuler et appuyer la mondialisation répondant ainsi aux exigences du marché de l'emploi. Le Collège se doit, lui aussi, de répondre aux besoins de sa clientèle francophone et francophile, que celle-ci soit en provenance du Manitoba, du Canada, de

l'Afrique, des Antilles, des Caraïbes ou de la France. Ce programme est donc un pas dans la bonne direction, un pas de plus vers l'ouverture sur le monde.

1. ORIENTATION

Le baccalauréat en études internationales offre la possibilité d'approfondir des sujets qui concernent l'international et permet de le faire de façon systématique dans un environnement interdisciplinaire. Dans un contexte de mondialisation de plus en plus évident, l'intégration de connaissances interdisciplinaires et multiculturelles est devenue une nécessité incontournable. Le programme amènera les étudiants à développer un esprit critique dans les domaines politiques, économiques, sociaux et culturels. Pour les étudiants qui désirent approfondir les notions rattachées à la mondialisation, le baccalauréat en études internationales s'appuie sur un programme basé sur un ensemble de cours obligatoires et un certain nombre de cours à option dans les domaines suivants : administration des affaires, anthropologie, économie, géographie, histoire, langues, politique, religion et sociologie.

Vu la réalité linguistique du Canada, le programme accordera aussi une importance particulière aux relations culturelles entre le monde francophone et anglophone, d'une part, et le reste du monde, d'autre part.

2. OBJECTIFS DU PROGRAMME

Le programme permettra d'atteindre les objectifs suivants :

- Connaître, d'un point de vue général, le monde, ses réalités et les relations entre les cultures.
- Outiller les étudiants de connaissances sur des questions politiques, économiques, sociales et culturelles du monde contemporain.
- Sensibiliser les étudiants aux grandes questions actuelles reliées aux études internationales telles que la nécessité de rechercher les conditions amenant à la paix mondiale durable, les questions environnementales, les différences culturelles, pour n'en nommer que quelques-unes.
- Amener les étudiants à développer un esprit critique face aux questions internationales.
- Acquérir un ensemble d'outils méthodologiques propres aux différentes disciplines.
- Permettre d'être fonctionnel dans les deux langues officielles du Canada.

- Développer des qualités personnelles telles que l'empathie, l'esprit critique et la créativité qui sont de nos jours nécessaires dans l'exercice d'une carrière internationale.
- Apprécier davantage les effets provoqués par la diversité et le contexte sociétal interculturel et multiculturel dans lequel nous sommes appelés à vivre.
- Développer des aptitudes et des habitudes de communication orale et écrite qui permettent à l'étudiant de discuter et d'argumenter ses points et ses positions.

3. STRUCTURE, COMPOSITION ET EXIGENCES

Le programme proposé est un baccalauréat de trois ans, qui comporte un total de 90 crédits. L'étudiant qui y serait inscrit recevrait comme diplôme un baccalauréat ès arts avec majeure en études internationales. Il serait administré par la Faculté des arts, des sciences et d'administration des affaires (FASAA) étant donné que le programme est de nature interdisciplinaire et que la grande majorité des cours sont offerts par ses différents départements. Un comité consultatif formé de membres qui participent activement à la communauté internationale manitobaine pourrait être appelé à collaborer afin d'évaluer l'adéquation du programme.

En ce qui concerne la structure de ce programme, celle-ci s'appuie, en partie sur celle du Global Political Economy offert à l'Université du Manitoba qui est un programme ne comprenant pas nécessairement une mineure. (voir : Article 8.15 de la rubrique ARTS de l'annuaire 2004-2005 de l'University of Manitoba). Il est prévu que dans l'annuaire du Collège universitaire de Saint-Boniface sous la rubrique du programme en Études internationales qu'une note indiquant que le programme peut être complété ce programme sans que l'étudiante ou l'étudiant ait à déclarer une mineure.

Voici le résumé des crédits offerts :

Tableau 1

1ere année – 30 crédits		**2e année et 3e année – 60 crédits**	
Français ou Anglais	6 cr.	Cours obligatoires	42 cr.
Exigence requise en Sciences (dont 3 cr. en Maths)	6 cr.	Cours à option	18 cr.
Introduction à la politique (019.150)	6 cr.		
Sciences économiques (018.121 et 018.122)	6 cr.		
***Introduction aux études internationales (xxx.xxx)**	**3 cr.**		
Introduction à l'université (099.111)	3 cr.		
À noter : La moyenne cumulative minimale est de 2 ou C.			

**nouveau cours*

En plus de son apport éducatif, une des raisons justifiant l'accueil favorable du programme par les différents départements et par l'administration du CUSB, est le fait qu'il exige peu de nouvelles ressources. Des 90 crédits au programme, 78 font déjà partie du programme de cours offerts au Collège. Il ne reste qu'à ajouter 12 crédits pour compléter la fourchette des cours au programme.

Il est important de noter que tous ces nouveaux cours peuvent faire partie d'autres programmes offerts au Collège si jamais l'étudiante ou l'étudiant décidait de changer d'orientation.

3.1 Nouveaux cours au baccalauréat ès arts en Études internationales

Tableau 2

*xxx.xxx	Introduction aux études internationales *Introduction to International Relations*	*obligatoire*	3 cr.
019.325	Économie politique internationale *International Political Economy*	*obligatoire*	3 cr.
019.384	Approches théoriques en relations internationales *Approaches to the Study of International Relations*	*obligatoire*	3 cr.
*xxx.xxx	Sujets particuliers en études internationales	*à option*	3 cr.

xxx.xxx – **Introduction aux études internationales Ce nouveau cours comporte une orientation spécifique au nouveau programme en Études internationales. En outre, ce cours-séminaire comprendra la participation de professeurs venant de plusieurs disciplines qui font partie de ce nouveau programme. Il sera offert en guise d'introduction aux études internationales, en plus d'assurer la spécificité unique et enrichissante de ce programme. Au fur et à mesure que le programme prend de l'ampleur, de nouveaux cours viendront s'ajouter. Les nouveaux cours récemment introduits au département de science politique à l'Université du Manitoba pourraient faire partie de cette nouvelle offre de cours.*

3.2 Exigences en langue

En ce qui concerne l'acquisition des langues, l'objectif final est que l'étudiant soit fonctionnel dans les deux langues officielles du Canada. Dès son admission au Collège, le Service de perfectionnement linguistique établira le profil linguistique en français et en anglais de l'étudiant et le dirigera vers les cours de langue appropriés.

3.3 Composition du Baccalauréat ès arts en Études internationales

3.3.1 Cours obligatoires de la première année - Université 1 (30 crédits)

Langues	En fonction du profil linguistique dressé par le SPL, l'étudiant pourra suivre soit des cours de français soit des cours d'anglais :	6

- cours de français : 144.100 ou 144.109 et 144.111[2]

ou

- cours d'anglais : 004.106 et 004.107 ou 004.200[3]

	Exigence en Sciences (dont 3 crédits en mathématiques)	6
019.150	Introduction à la politique	6
018.121	Introduction aux politiques et problèmes économiques canadiens	3
018.122	Introduction aux politiques et problèmes économiques mondiaux	3
***xxx.xxx**	**Introduction aux études internationales**	**3**
099.111	Introduction à l'université	3

3.3.2 Cours obligatoires du baccalauréat en études internationales (42 crédits)

011.238	Le monde du XX^{e} siècle	6
019.204	Introduction aux relations internationales	6
019.356	Politique étrangère canadienne	6
***019.325**	**Économie politique internationale**	**3**
***019.384**	**Approches théoriques en relations internationales**	**3**
027.412	Commerce international	3
Langues	Français : 144.109 ou 144.111 ou 144.291 ou Anglais : 27.200	3

---

[2] Les étudiants qui ne réussissent pas le test devront suivre le cours 144.100 (6 cr.); ceux qui ont des résultats meilleurs, pourront suivre les cours 144.109 (3 cr.) et 144.111 (3 cr.).

[3] Les étudiants ayant obtenu des notes insatisfaisantes au test devront suivre les cours 004.106 (3 cr) et 004.107 (3 cr;) les étudiants avec des résultats meilleurs pourront suivre le cours 004.200 (6 cr) qui est un cours de niveau intermédiaire.

053.128	Introduction à la géographie humaine	3
076.122	Anthropologie culturelle	3
077.121	Introduction à la microsociologie	3
077.122	Introduction à la macrosociologie	3

3.3.3 Cours à option du baccalauréat en études internationales (18 crédits)
(Il importe à l'étudiant de vérifier si les cours comportent des préalables ou non.)

015.132	Introduction à la logique	6
015.230	Philosophie politique	6
019.251	Les grands penseurs politiques	6
***xxx.xxx**	**Sujets particuliers en études internationales**	**3**
019.314	Sujets particuliers en politique 1	3
019.315	Sujets particuliers en politique 2	3
020.132	Introduction aux religions du monde	6
053.129	Introduction à la géographie physique	3
053.265	Géographie politique 1	3
053.266	Géographie politique 2	3
053.342	L'eau, enjeu géostratégique	3
053.382	Les territoires de la francophonie mondiale	3
053.384	Les espaces francophones de l'Afrique, de l'Asie et de l'Océanie	3
076.338	Problèmes sociaux contemporains et l'anthropologie	3
076.375	Globalisation et mondialisation	3
077.231	Choix de problèmes sociaux	3
077.357	Inégalités sociales	3

***nouveaux cours à introduire**

4. CONDITIONS D'ADMISSION

Les étudiants doivent avoir terminé un minimum de 24 crédits universitaires durant l'année Université 1 ou son équivalent avant d'être admis au programme. Consulter la rubrique – *Cours obligatoires de la première année du programme en études internationales* de ce document pour connaître les exigences d'admission.

À noter *: Les règlements généraux de la Faculté des arts s'appliquent à ce programme.*

5. POSSIBILITÉS DE CARRIÈRES

Les étudiants détenteurs du diplôme Baccalauréat ès arts avec majeure en Études internationales seront en mesure d'entreprendre une carrière internationale dans différents domaines d'activités. Si l'on consulte le site Internet du ministère de l'Industrie, du Développement économique et des Mines du Manitoba, 2400 entrepreneurs manitobains, qui sont aussi des employeurs potentiels, oeuvrent dans le secteur international, dont environ 80 font affaires en France[4]. Ajoutons que plusieurs entreprises franco-manitobaines participent à des activités économiques internationales.

Le programme peut mener aux carrières[5] suivantes :

- Fonctionnaire (à tous les paliers gouvernementaux et dans le domaine des affaires extérieures)
- Diplomate
- Analyste de politiques internationales
- Agent de programmes dans une organisation internationale ou une organisation non gouvernementale
- Recherchiste dans le domaine des affaires sociales et des organisations internationales en général
- Agent et spécialiste en importation
- Courtier en douanes
- Consultant en commerce extérieur
- Représentant en commercialisation internationale
- Délégué commercial

[4] Manitoba industrie et commerce http://db.itm.gov.mb.ca/BISP/BISCT.nsf/IDLookup/MCDAbout?OpenDocument

[5] Forum sur la formation en commerce international www.fitt.ca

REÇU le
08 JUIL. 2004
Rép:_____

GLENDON COLLEGE
COLLÈGE
UNIVERSITAIRE
GLENDON

International Studies Programme
Programme d'études internationales

2275 Bayview Ave.
Toronto ON
Canada M4N 3M6
Tel/Tél 416 487 6704
Fax/Télec 416 487 6851
ilst@glendon.yorku.ca
www.glendon.yorku.ca/internationalstudies
www.glendon.yorku.ca/etudesinternationales

Toronto, March 4, 2004

Professor Ibrahima Diallo
Dean
Collège universitaire de Saint-Boniface
200, avenue de la Cathédrale, Manitoba
R2H 0H7, Winnipeg, Manitoba

Ref. : Your new International Studies Programme

I was very pleased to learn about your new Programme. On the basis of our experience with international studies at Glendon, I am confident that your Programme will meet with great success. Students seem to find this kind of structured programmes very appealing, particularly when an interdisciplinary and multicultural approach is emphasized.

The growth of the Glendon International Studies Programme (ISP) has been consistent, notably in the past three or four years, when the number of our students more than doubled. With almost 300 students, approximately 20% of whom are visa students, the ISP has become the programme / department with the largest number of majors at our College.

I am sure that, in this era of growing global interactions, your Programme too will be equally successful and will add to the prestige and visibility of your College, in Canada and abroad.

Best wishes and sincere greetings,

Domenico Mazzeo

Domenico Mazzeo
Professor and Coordinator
International Studies Programme
Glendon College, York University
dmazzeo@glendon.yorku.ca

YORK
UNIVERSITÉ
UNIVERSITY

Departmental Correspondence
Political Studies

To: Members of Department Council

From: Margaret Ogrodnick
Chair, Undergraduate Committee

Re: St. Boniiface Program Proposal: Undergraduate Degree in International Studies

Date: October 1, 2004

Attached is a program proposal from St. Boniface College for a three-year undergraduate degree in International Studies. Please note this is a proposal for an interdisciplinary degree. It includes courses in International Relations but is not confined to the discipline of Political Science. This program has been approved at St. Boniface College and is now being brought to the University of Manitoba and initially to the Department of Political Studies.

This proposed program is designed to meet the growing interest of the St. Boniface international student population in International Studies. It would be primarily based on existing courses and teaching resources. There are other similar programs at other Canadian universities, but a program at St. Boniface College fills a niche need by providing students with an environment in which they can study in French and live in a larger milieu in which they can acquire English language skills. In respect to the required and elective courses in Political Studies, students in this program would be able to take them either at St. Boniface College or the University of Manitoba depending on the student=s English language capability. It is anticipated that this International Studies program will be a feeder program for our own Pre-Master=s program in Political Studies for students who wish to pursue graduate studies in English in International Relations.

This International Studies program proposal was reviewed and enthusiastically endorsed by the Undergraduate Committee. Given Professor George MacLean=s experience with developing the UM Global Political Economy Program, I also asked him to review it. Areas in bold indicate changes made and approved at St. Boniface College as a result of his comments. I would like to thank him again for his contribution. The Undergraduate Committee and Professor MacLean were unanimous in judging this International Studies program to be academically sound and well-suited to Saint Boniface=s development.

The Undergraduate Committee is now inviting any comments or suggestions from members of Department Council. Should you have any contributions could you please submit them to me by **Monday, October 18.**

cc. Members of the Undergraduate Committee

Ibrahima Diallo

De: Mamadou Ka
Envoyé: 5 octobre 2004 19:38
À: Charlotte Walkty
Cc: Marjolaine Pelletier; Ibrahima Diallo
Objet: études internationales

Bonjour Charlotte
Tu trouveras ci-annexé le syllabus du cours « Introduction aux études internationales » que le département de science politique de l'université du Manitoba nous a suggéré de développer et aussi (annexé) un courrier interne du même département mentionnant l'approbation de notre programme par le " Undergraduate Committee" du département de science politique de U of M. Ils nous ont même félicité pour l'élaboration et la mise sur pied de ce programme. Ils nous ont dit qu'ils enverront une lettre de soutien officielle d'ici la fin octobre.. je t'enverrai d'ici jeudi la lettre de la bibliothèque pour le cours «d'introduction aux études internationales» et une nouvelle version du programme avec le changements effectués ces dernières semaines. (pour cette dernière version ce sera moi ou Marjolaine)
merci et à bientôt

COURS INTRO AUX ÉTUDES INTER.d...

lettre du épartement politiqu.

Mamadou

UNIVERSITY OF MANITOBA | Department of Political Studies

532 Fletcher Argue Building
Winnipeg, Manitoba
Canada R3T 5V5
Telephone (204) 474-9521
Fax (204) 474-7585

November 10, 2004

Dr. Raymond Hébert
c/o C.U.S.B.
St. Boniface College
200 Cathedral Avenue
Winnipeg, MB R3H 0H7

Dear Dr. Hébert, Raymond

Re: Proposed Bachelor's Degree in International Studies

As you will know, the proposed International Studies programme was reviewed and enthusiastically endorsed by our Undergraduate Committee.

It was subsequently circulated to members of our Departmental Council, several of whom made some comments or suggestions all of which have been forwarded to you for your consideration.

Since the Department here has no foreseeable plans to introduce such a programme, still less one offered in French, it would probably be prudent to advise students entering the CUSB programme that if, for any reason, they were to transfer to the Fort Garry Campus, their courses would portable but the programme itself would not. This, however, is probably self-evident.

If follows that we see no problem with, and have no objection to, the proposal. Indeed, we wish it every success.

Yours sincerely,

Bill

William Neville
Head

c Dr. Margaret Ogrodnick

S F M

SOCIÉTÉ FRANCO-MANITOBAINE

Saint-Boniface, le 17 août 2004

Madame Marjolaine Pelletier
Collège universitaire de Saint-Boniface
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7

Objet : Appui au projet de Baccalauréat en études internationales du CUSB

Madame,

La Société franco-manitobaine désire aujourd'hui exprimer son appui au projet de Baccalauréat en études internationales dont le Collège universitaire de Saint-Boniface a terminé le plan en juin 2004.

La Société franco-manitobaine est l'organisme porte-parole officiel de la communauté francophone du Manitoba. Elle veille à l'épanouissement de cette communauté et revendique le plein respect de ses droits. De concert avec ses partenaires, elle planifie et facilite le développement global de la collectivité et en fait la promotion.

Non seulement l'éducation en français a-t-elle toujours fait partie de nos priorités, mais votre projet coïncide avec l'une de nos tratégies majeures actuelles : l'agrandissement de l'espace francophone au Manitoba.

En effet, la SFM croit fermement que l'épanouissement de la communauté francophone du Manitoba doit aujourd'hui passer par l'**agrandissement** de notre collectivité, par une politique d'inclusion et d'ouverture, par de nouveaux rapprochements avec de nouveaux groupes.

Votre projet, qui vise plusieurs clientèles (étudiants internationaux, francophiles, anglophones...), qui fait la promotion de la diversité culturelle et de la dualité linguistique, qui sera enseigné en français et qui prône l'ouverture sur le monde, répond sur tous les plans aux priorités de la SFM.

C'est donc avec enthousiasme que nous appuyons aujourd'hui, le Baccalauréat en études internationales et que nous vous souhaitons du succès dans la réalisation de cet excellent projet.

Veuillez agréer, Madame, l'expression de nos bons sentiments.

Daniel Boucher
Président-directeur général

383, boulevard Provencher, bureau 212 Saint-Boniface (MB) R2H 0G9
• Téléphone : (204) 233-4915 • Sans frais 1 - 94 -443 • Télécopieur : (204) 233-1017
• Courrier électronique : sfm@franco-manitobain.org • Site Internet franco-manitobain : http://www.franco-manitobain.org

House of Commons
Chambre des communes

Ottawa
Room 914
Justice Building
Ottawa, Ontario
K1A 0A6
Tel: (613) 995-0579
Fax: (613) 996-7571
simarr@parl.gc.ca
www.raymondsimard.parl.gc.ca

Constituency
4-213 St. Mary's Road
Winnipeg, Manitoba
R2H 1J2
Tel: (204) 983-3183
Fax: (204) 983-4274
info@raymondsimard.ca
www.raymondsimard.parl.gc.ca

Raymond Simard
Member of Parliament
Député
Saint Boniface / Saint-Boniface

Ottawa
Pièce 914
Édifice de la Justice
Ottawa (Ontario)
K1A 0A6
Tél : (613) 995-0579
Téléc : (613) 996-7571
simarr@parl.gc.ca
www.raymondsimard.parl.gc.ca

Circonscription
4-213, chemin St-Mary's
Winnipeg (Manitoba)
R2H 1J2
Tél : (204) 983-3183
Téléc : (204) 983-4274
info@raymondsimard.ca
www.raymondsimard.parl.gc.ca

Le 25 août 2004

Membres du comité de préparation du programme de Baccalauréat en études internationales
À l'attention de : Sylvie De Serres
Collège universitaire de Saint-Boniface
200, avenue de la Cathédrale
Saint-Boniface (Manitoba)
R2N 1K7

Mesdames, Messieurs,

C'est avec enthousiasme que je donne mon appui au projet de programme de B*accalauréat en études internationales*. Compte tenu des enjeux actuels de la mondialisation, du commerce et du multiculturalisme, il est important que le Collège universitaire de Saint-Boniface mette sur pied un programme pour former des étudiants et étudiantes dans le domaine international.

Comme parlementaire je suis bien placé pour réaliser jusqu'à quel point le Collège universitaire de Saint Boniface est un outil privilégié de développement social et économique qui se démarque avantageusement auprès d'une clientèle internationale. Le Collège propose de façon adéquate de répondre aux besoins d'apprentissage de francophones du Manitoba et d'ailleurs qui recherchent une formation de base en études internationales. J'appuie fortement ce programme qui mène à des carrières internationales et qui, du même coup, contribue à augmenter la représentation du Manitoba sur la scène internationale.

Je suis d'avis que le projet du Collège universitaire de Saint-Boniface s'inscrit parfaitement dans le cadre des actions et des efforts qui sont déployés pour répondre aux attentes des étudiants et des étudiantes du Manitoba et d'ailleurs. Doté d'un savoir faire reconnu dans la formation au Manitoba et au Canada, le Collège universitaire de Saint-Boniface est l'établissement tout désigné pour garantir la réussite d'un programme Baccalauréat en études internationales.

Je vous prie d'agréer, Mesdames, Messieurs, l'expression de mes sentiments les meilleurs.

Raymond Simard, député
Saint-Boniface

c.c. Dr Ibrahima Diallo, Doyen, Faculté des arts, d'administration des affaires et des sciences

Association des étudiant(e)s du
Collège universitaire de Saint-Boniface
Section 38 de la FCÉÉ
200, ave de la Cathédrale
Saint-Boniface (MB) R2H 0H7, CANADA
Téléphone: (204) 233-1818, poste 353
aecusb@cusb.ca

Saint-Boniface, le 6 octobre 2004

Objet : Appui pour un baccalauréat en études internationales

Madame, Monsieur,

Depuis quelques années maintenant, le Collège universitaire de Saint-Boniface (CUSB) travail activement à mettre sur pied un baccalauréat en études internationales. L'Association étudiante du Collège universitaire de Saint-Boniface (AECUSB) est heureuse d'appuyer cette initiative.

Le CUSB connaît une augmentation importante d'inscriptions, notamment d'étudiants et d'étudiantes internationaux. Ainsi, l'AECUSB estime que dans un contexte de mondialisation de plus en plus évident, l'intégration de connaissances interdisciplinaires et multiculturelles est devenue une nécessité incontournable. Ce programme offrira à la clientèle étudiante du CUSB une occasion unique de participer et de devenir des citoyens et citoyennes susceptibles d'élargir leurs perspectives des enjeux politiques, sociaux et économiques de la scène internationale. De la sorte, l'Association croit fermement que ce baccalauréat sera fort profitable pour les étudiants et étudiantes.

En tant que porte-parole de la clientèle étudiante, l'AECUSB est de l'avis que le cursus et la structure proposés du baccalauréat sont appropriés. Nous estimons que le CUSB possède toutes les ressources nécessaires pour offrir ce baccalauréat, et ce, dans les conditions idéales.

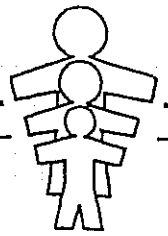
Enfin, tout en réitérant l'appui de l'AECUSB pour le baccalauréat en études internationales, je vous prie d'accepter, Madame, Monsieur, l'expression de mes sentiments les plus distingués.

S Buissé

Solange Buissé,
La présidente de l'AECUSB

42-2112

FÉDÉRATION PROVINCIALE DES COMITÉS DE PARENTS DU MANITOBA



REÇU le
14 OCT. 2004
Rép:

le 08 octobre 2004

Monsieur Ibrahima Diallo
Doyen de la faculté des Arts,
Sciences et Administration des affaires
Collège universitaire de Saint-Boniface
200, avenue de la Cathédrale
Saint-Boniface MB R2H 0H7

Monsieur,

Les directeurs de la Fédération provinciale des comités de parents du Manitoba ont reçu et pris connaissance du document : **Baccalauréat en études internationales.** Ils appuient d'emblée la mise sur pied de ce nouveau programme.

Le phénomène de la mondialisation invite nos jeunes francophones du Manitoba et d'ailleurs à s'ouvrir au monde entier et à bien s'outiller afin de mieux répondre aux exigences du marché d'emploi. Le baccalauréat en études internationales saura bien préparer les étudiants qui veulent approfondir les connaissances rattachées à la mondialisation et leur permettra d'acquérir un ensemble d'outils dont ils auront besoin pour mieux vivre et œuvrer dans un contexte sociétal interculturel et multiculturel. Ce programme préparera nos étudiants d'ici et d'ailleurs à entreprendre des carrières internationales dans différents domaines d'activités.

En réitérant notre appui à la mise sur pied du programme, Baccalauréat en études internationales, nous vous prions de croire, Monsieur, à l'expression de nos meilleurs sentiments.

La directrice générale,

Hélène d'Auteuil

Hélène d'Auteuil

FPCP 1075, promenade Autumnwood Winnipeg (MB) R2J 1C6 tél. 237-9666 téléc. 231-1436 fpcp@fpcp.mb.ca

REÇU le
07 SEP. 2004
Rép:

ASSOCIATION DES MUNICIPALITÉS BILINGUES DU MANITOBA

Le 1er septembre 2004

Monsieur Ibrahima Diallo
Doyen de la faculté des Arts,
Sciences et Administration des Affaires
Collège universitaire de Saint-Boniface
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H OH7

Monsieur,

La présente se veut une lettre d'appui pour la mise sur pied du programme de baccalauréat en Études internationales. Je suis de l'avis que les établissements d'éducation post secondaires tels que le Collège se doivent d'être à l'affût des influences et de l'importance de la mondialisation ainsi que des conséquences que celle-ci entraîne. C'est en effet que cette dernière a un réel impact sur la vie des gens.

J'appuie cette initiative et j'encourage vivement le Collège de poursuivre ses démarches pour offrir le baccalauréat en Études internationales.

Veuillez agréer, Monsieur, mes sentiments les plus sincères.

Le directeur général,

Jean A. Beaumont

212 - 383, BOULEVARD PROVENCHER, SAINT-BONIFACE (MANITOBA) R2H 0G9 • Téléphone (204) 233-4915 • Télécopieur (204) 233-1017

THE UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION OF UNDERGRADUATE OR CERTIFICATE COURSES

A. TO BE COMPLETED FOR ALL COURSES BEING INTRODUCED, MODIFIED OR REACTIVATED.

Faculty: Arts **Department:** Political Science (CUSB)

Course Name: 0 19.325 F Économie politique internationale (3)

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

_x_ Introduced ___ Modified ___ Reactivated

To become effective in the 2005 -2006 session.

To be included in the 20 0 5 / 200 6 *General Calendar.*

Is this course listed as a required course or a formal elective course in any University program?

YES ( ) NO (x)

Existing Calendar/Brochure Entry
(Only for a modified or reactivated course)

(Exactly as it appears in the Calendar or Continuing Education brochure)

Reasons for Change This course is currently offered at the University of Manitoba. Offering this course in French at the Collège universitaire de Saint-Boniface will give more choice to students majoring in Political Science. The course is also required in the International Studies Program. Furthermore, by introducing this course, we will respond to the educational needs of the growing international student population at the Collège.

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Frequency of Offering (See Guidelines)

Every second year

Signatures

Department Approval: Ibrahima Diallo Ibrahima Diallo Jan. 25, 2005

Faculty/School Approval: Ibrahima Diallo Ibrahima Diallo Jan. 25, 2005

Print Name Signature Date

THE UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION OF UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

Credit Dept. No.	Suggested Course No.	Abbreviated Course Title (15 characters or less)	Hours
019	325 F	éco pol inter	3

C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED

Proposed Calendar/Brochure Entry

019.325F Économie politique internationale (3) Le cours examine les interrelations entre processus politiques, production et distribution de la richesse dans l'environnement international. L'accent est mis autant sur le développement historique, les perspectives théoriques majeures que sur les enjeux fondamentaux en économie politique internationale. L'on ne peut se faire créditer le 019.325 et l'ancien 019.383. Préalable : une note de C ou plus au 019.204 ou à l'ancien 019.153 ou le consentement écrit de l'enseignant ou du chef de département. Donné au Collège universitaire de Saint-Boniface.

Exactly as it will appear in the Calendar or Continuing Education brochure - See Guidelines

D. TO BE COMPLETED FOR ALL COURSES INTRODUCED OR MODIFIED AS APPROPRIATE (See Guidelines)

Supporting Documentation

The following items are attached to and form part of this proposal:

x Course outline

Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

x Statement from subject librarian(s) as to library resources

Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

N/A Statement of additional costs, workload, and/or supplies

N/A Statement(s) from other Departments, Faculties or Schools on possible overlap

N/A Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

N/A Revised Program Descriptions for all programs using this course

N/A Additional documentation

019.325 F Économie politique internationale (3)

1) Description

The course is designed to introduce students to the complex relationships between politics and economics in the international arena. This international political economy (IPE) course will analyze the relationship between political authority and the production and distribution of global wealth.

2) Objectives

To enable students to think critically about the intertwined relationships between politics and economics and analyze and explain the behavior of multinational corporations, countries and individuals in the World economy.

3) Course structure

The course is based upon required readings on chosen themes, and class discussion. Active student participation is strongly encouraged in order to create a dynamic learning environment.

4) Course outline

1 **Introduction** : Overview and syllabus reading

2 International political economy and the field of International Relations

3 IPE in Historical Perspective
The Origins of a World Economy

4 Approaches to IPE
Economic Nationalism and liberalism

5 Marxism, Structuralism, Feminism and Post-Modernism
Critical perspectives on IPE

6 Trade and Commercial Relations
International trade, trade globalization

7 Finance and Monetary Relations

8 Production and Innovation
Globalization of production

9 Multinational Corporations

10 Oil Shocks and Third World Debt
Third World Debt and North-South relations
OPEC and Oil

11 Third World Underdevelopment
Rich and Poor States in the World Economy

12 IPE and Regionalism
UE, NAFTA...

13 Issues in IPE : Hunger, Population and sustainable Development
Food security, Population growth and Environment ....

4) Evaluation :

Participation : 15 % , First term exam 25 %, Term paper 25 %, Final exam 35 %.

019.325 F Économie politique internationale (3)
Bibliographie

Required texts

Lairson Thomas D. and David Skidmore, International Political Economy : The Struggle for Power and Wealth, 3rd ed. Toronto, Thomson Wadsworth, 2003.

Hudon Philippe. Économie politique internationale et mondialisation. Paris, Économica, 1997.

Complementary readings

Balaam, David et Michael Veseth. (eds). Readings in International Political Economy. Upper Saddle River, Prentice Hall, 1996.

Balaam, David and Michael Weseth. Introduction to International Political Economy. 3rd ed, Upper Saddle River, Prentice Hall, 2005.

Cerny, Philip G. «Globalizing the Political and Politicising the Global : Concluding Reflection on International Political Economy as a Vocation». New political economy, Vol.4 no1, 1999, pp. 147-162.

Cohn, Theodore. H. Governing Global Trade : International Institutions in Conflict and Convergence.. Aldershot, Hants, and Burlington, VT Ashgate, 2002.

Cohn, Theodore H. Global Political Economy : Theory and Practice. New York, Longman, 2003.

Dolan M. «Global Economic Transformation and Less Developed Countries». in Slater, R. O, Shultz, B.M and Dorr, S.R. (eds). Global Transformation and the Third World. Boulder (CO), Lynne Rienner Publishers, 1993, pp259 – 282.

Gilpin, Robert. The Political Economy of International Relations. Princeton, (NJ), Princeton University Press, 1987.

Gilpin, Robert. Understanding the International Economic Order. Princeton, (NJ), Princeton University Press, 2001

Goddard, C. Roe. Patrick Cronin et C. Kishore (eds). International Political Economy : State-market Relations in a Changing Global Order. Boulder, (Co), Lynne Rienner, 2nd ed. 2003.

Hewson, Martin et Timothy J. Sinclair. Approaches to global governance theory, New York, Suny Press, 1999.

Hirst, Paul. «The global economy, myths and realities ». International Affairs, juillet 1997, pp. 409-425.

Maswood, Javed International Political Economy and Globalization. River Edge,(NJ), World Scientific, 2000.

O'Brien, Robert et al. Contesting Global governance. Multilateral Economic Institutions and Global Social Movements. Cambridge, Cambridge University Press, 2000.

Le Doyen :
Ibrahima Diallo Ibrahima Diallo Jan. 25, 2005

Signature Date

Collège universitaire de Saint-Boniface
Bibliothèque Alfred-Monnin
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 235-4403
Télécopieur : (204) 233-9472
Envoy : PEB.MSC
www.ustboniface.mb.ca

December 1, 2004

25

019.3~~xx~~ F – Économie politique internationale

To whom it may concern,

This is to confirm that the bibliography for the course has been verified by the library.

Even though the library has access to the on-line documents and that it has other documents relevant to this subject, the library will have to purchase most of the monographs listed in the bibliography. Measures have already been taken to provide the required funds in order to add these new documents to the library collection. This material will be available when the course is introduced.

Please do not hesitate to communicate with us if further information is required.

Respectfully yours,

Marcel Boulet

Marcel Boulet
Library Director

COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE

ADDITION DE COURS

1. **SECTEUR :** Arts

2. **DISCIPLINE :** Science politique

3. **COURS AJOUTÉ :**
   a. Cote : 019 325 F
   b. Titre/intitulé : Économie politique internationale (3)
   c. Nombre de crédits : 3

4. **DESCRIPTION (traduction de la description anglaise du "Calendar") :**

(La description d'un cours créé au C.U.S.B. ne doit pas dépasser cinq (5) lignes).

019.325 F Économie politique internationale (3) Le cours examine les interrelations entre processus politiques, production et distribution de la richesse dans l'environnement international. L'accent est mis autant sur le développement historique, les perspectives théoriques majeures que sur les enjeux fondamentaux en économie politique internationale. L'on ne peut se faire créditer le 019.325 et l'ancien 019.383. Préalable : une note de C ou plus au 019.204 ou à l'ancien 019.153 ou le consentement écrit de l'enseignant ou du chef de département. Donné au Collège universitaire de Saint-Boniface.

5. **CONDITIONS POUR SUIVRE CE COURS (préalables, note minimale dans cours précédents, exigences de concomitance, exigences pour Mineure, Majeure et Spécialisation, etc.) :**

S/O

6. **CLASSIFICATION (régions, catégories, groupes, etc. pour les cours de géographie, histoire, religion, français, sciences biologiques, etc.) :**

S/O

7. **JUSTIFIEZ L'ADDITION DE CE COURS :**

   a. **Raisons fondamentales :**
   Ce cours est présentement offert à l'Université du Manitoba. L'offrir en français au Collège universitaire de Saint-Boniface (CUSB) élargira le choix des étudiants et des étudiantes dont la science politique est la majeure. L'addition de ce cours se justifie aussi par le fait qu'il ait été jugé pertinent pour le baccalauréat en études internationales. Enfin, en l'introduisant nous répondons aux besoins des étudiantes et des étudiants internationaux dont le nombre ne cesse de croître depuis les dernières années

   b. **Place de ce cours dans la discipline :**

   Ce cours est au choix pour les étudiants inscrits au baccalauréat général en arts mais il est obligatoire pour tous ceux et celles qui sont inscrits au programme du baccalauréat en études internationales

c. **Importance du cours (niveau, Majeure, Mineure, Spécialisation, régions, catégories, groupes, etc.):**

Il peut aussi faire partie d'une majeure en science politique.

d. **Chevauchement (cours semblables dans la discipline ou dans d'autres disciplines) :**

Il n'existe pas de cours semblable au CUSB.

e. **Séquence du cours (tous les ans, tous les deux ans, tous les trois ans?) :**

Tous les deux ans

8. **COÛTS ADDITIONNELS APPROXIMATIFS :**

S/O

9. **SYLLABUS / SOMMAIRE** (Vous pouvez utiliser le verso pour autres renseignements)

a) **Objectifs particuliers du cours (connaissances, habiletés et attitudes que les étudiant(es) devront acquérir ou maîtriser; ce que le professeur attend des étudiant(es) durant et à la fin du cours):**

À l'issue du cours, l'étudiant devrait, en principe, être capable de comprendre les interrelations complexes entre l'économie et la politique dans l'arène internationale. Il devrait aussi pouvoir analyser les grands enjeux de l'économie politique internationale de manière critique.

b) **Contenu du cours (grandes lignes) :**

1) Introduction : lecture et présentation du contenu de cours
2) l'économie politique internationale et le champs des relations internationales
3) l'économie politique internationale dans une perspective historique
4) Nationalisme et libéralisme économique (les approches en économie politique internationale : le mercantilisme, le libéralisme et le néolibéralisme ...)
5) Le marxisme, le structuralisme, le féminisme et le postmodernisme
6) les échanges et les relations commerciales
7) les finances et les relations monétaires
8) production et innovation (globalisation de la production); les corporations multinationales;
9) le choc pétrolier et la dette du Tiers monde (relations nord-sud)
10) le sous-développement du Tiers monde
11) l'économie politique internationale et le régionalisme
12) les enjeux en économie politique internationale (la faim dans le monde, la population et le développement durable)

c) **Stratégies d'enseignement-apprentissage (méthodes, formules, techniques pédagogiques):**

Le cours fait une combinaison judicieuse entre les exposés magistraux du professeur, les discussions en classe et les projets de groupes. Il est fortement recommandé aux étudiants de se préparer rigoureusement avant chaque séance.

d) Évaluation (formes, critères et répartition des points) :

Participation orale 15 %, dissertation 25 %, examen de mi-session 25 % et examen final 35 %.

e) Exigences :

1. Devoirs, exercices, exposés en classe, labos, visites, stages, etc.

Devoirs et présentations orales

2. Lectures obligatoires (livres, revues, articles, etc.) :

Lectures hebdomadaires obligatoires de livres ou d'articles de périodiques choisis par le professeur.

f) Bibliographie des sources essentielles : (en ordre alphabétique

Textes de base

Hudon Philippe. Économie politique internationale et mondialisation. Paris, Économica, 1997.

Lairson Thomas D. and David Skidmore, International Political Economy : The Struggle for Power and Wealth, 3rd ed. Toronto, Thomson Wadsworth, 2003.

Lectures complémentaires (sources essentielles)

Balaam, David et Michael Veseth. (eds). Readings in International Political Economy. Upper Saddle River, Prentice Hall, 1996.

Cerny, Philip G. «Globalizing the Political and Politicising the Global : Concluding Reflection on International Political Economy as a Vocation». New political economy, Vol.4 no1, 1999, pp. 147-162.

Cohn, Theodore H. Global Political Economy : Theory and Practice. New York, Longman, 2003.

Cohn, Theodore. H. Governing Global Trade : International Institutions in Conflict and Convergence.. Aldershot, Hants, and Burlington, VT Ashgate, 2002.

Dolan M. «Global Economic Transformation and Less Developed Countries». in Slater, R. O, Shultz, B.M and Dorr, S.R. (eds). Global Transformation and the Third World. Boulder (CO), Lynne Rienner Publishers, 1993, pp259 – 282.

Gilpin, Robert. Understanding the International Economic Order. Princeton, (NJ), Princeton University Press, 2001

Goddard, C. Roe, Patrick Cronin et C. Kishore (eds). International Political Economy : State-market Relations in a Changing Global Order. Boulder, (Co), Lynne Rienner, 2nd ed. 2003.

Hewson, Martin et Timothy J. Sinclair. Approaches to global governance theory, New York, Suny Press, 1999.

Hirst, Paul. «The global economy, myths and realities». International Affairs, juillet 1997, pp. 409-425.

Maswood, Javed. International Political Economy and Globalization. River Edge,(NJ), World Scientific, 2000.

O'Brien, Robert et al. Contesting Global governance, Multilateral Economic Institutions and Global Social Movements. Cambridge, Cambridge University Press, 2000.

Zahariadis, Nikolaos. (ed). Condending perspectives in International Political Economy Fort Worth, Harcourt Brace College Publishers, 1999.

Le Doyen :
Ibrahima Diallo Ibrahim Diallo Jan. 25, 2005

Signature Date

Collège universitaire de Saint-Boniface
Bibliothèque Alfred-Monnin
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 235-4
Télécopieur : (204) 233-
Envoy : PEB.Mac
www.ustboniface.mb.ca

Le 1 décembre 2004

25

019.3~~xx~~F – Économie politique internationale

À qui de droit,

Cette lettre est pour vous indiquer que la bibliothèque a vérifié la bibliographie pour le cours proposé 019.3xx F – Économie politique internationale.

Même si la bibliothèque a accès aux documents en-ligne qui figurent sur la bibliographie ou qu'elle possède d'autres documents qui traitent des sujets abordés dans ce cours, elle devra acheter la majorité des monographies indiquées. Des mesures ont été prises pour recevoir le financement requis pour acquérir les documents qui manquent. Tout le matériel devrait être disponible lorsque le cours sera introduit.

Si vous avez besoin de renseignements supplémentaires, n'hésitez pas de communiquer avec nous.

Respectueusement vôtre,

Marcel Boulet

Marcel Boulet
Directeur de la bibliothèque

THE UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION OF UNDERGRADUATE OR CERTIFICATE COURSES

A. TO BE COMPLETED FOR ALL COURSES BEING INTRODUCED, MODIFIED OR REACTIVATED.

Faculty: Faculty of Arts *Department:* Political Science (CUSB)

Course Name: 019.384 F Les approches théoriques en relations internationales (3)

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

x Introduced ___ Modified ___ Reactivated

To become effective in the 2005-2006 Regular session.

To be included in the 20 05 / 20 06 *General Calendar.*

Is this course listed as a required course or a formal elective course in any University program?

YES ( ) NO (x)

Existing Calendar/Brochure Entry
(Only for a modified or reactivated course)
Exactly as it appears in the Calendar or Continuing Education brochure)

Reasons for Change This course is currently offered at the University of Manitoba. Offering this course in French at the Collège universitaire de Saint-Boniface will give more choice to students majoring in Political Science. The course is also required in the International Studies Program. Furthermore, by introducing this course, we will respond to the educational needs of the growing international student population at the Collège.

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Frequency of Offering (See Guidelines)

Every second year

Signatures

Department Approval: Ibrahima Diallo [signature] Jan. 25, 2005

Faculty/School Approval: Ibrahima Diallo [signature] Jan 25, 2005

Print Name Signature Date

FORM APPROVED BY SENATE - JUNE 2000

THE UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION OF UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

Dept. No.	Suggested Course No.	Abbreviated Course Title (15 characters or less)	Credit Hours
019	384 F	ap théo rel in	3

C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED
Proposed Calendar/Brochure Entry

019.384 F Les approches théoriques en relations internationales (3) Études des différentes approches théoriques utilisées dans l'analyse des relations internationales, ainsi que les méthodologies utilisées par les analystes de la politique internationale. Préalable : une note de C ou plus au 019.204 ou à l'ancien 019.153 ou le consentement écrit de l'enseignant ou du chef de département. Donné au Collège universitaire de Saint-Boniface.

Exactly as it will appear in the Calendar or Continuing Education brochure - See Guidelines

D. TO BE COMPLETED FOR ALL COURSES INTRODUCED OR MODIFIED AS APPROPRIATE (See Guidelines)
Supporting Documentation

The following items are attached to and form part of this proposal:

x Course outline

Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

x Statement from subject librarian(s) as to library resources

Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

N/A Statement of additional costs, workload, and/or supplies

N/A Statement(s) from other Departments, Faculties or Schools on possible overlap

N/A Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

N/A Revised Program Descriptions for all programs using this course

N/A Additional documentation

FORM APPROVED BY SENATE - JUNE 2000

019.384 F Les approches théoriques en relations internationales (3)

Description

The course will offer a comprehensive overview of the dominant analytical perspectives and debates in the study of International Relations.

Objectives
The main goal of this course is to help students understand main theories of International Relations which are efforts to comprehend life overall – its chaos, complexity and order

Course structure
The course is based upon required readings on chosen themes and class discussion. Active students participation is strongly encouraged in order to create a dynamic learning environment.

Course outline

Week 1
Organizational session : introduction to the course
Week 2
Classical Authors : Thucydides,
Machiavelli, and Kant...etc
Week3
Realism,
Week4
Liberalism
Week 5
Neo-realism, structuralim
Week 6
Neo-liberalism
Week 7
critical Theory
week 8
Order and Justice in IR
Week 9
postmodernism
week 10
Rational Choice Theory
week 11
Feminism
Week 12
Postpositivist Debate in IR
Week 13
Summaries and review

Assignments and Grading
Class participation 10 %, mid-term test 30 %, research paper 30 % and final exam 30 %.

019.384 F Les approches théoriques en relations internationales (3)

Bibliographie

Required texts

Charlton, Mark. Crosscurrents: International Relations in the Post Cold War Era. (3rd ed.). Scarborough, Nelson Canada, 2002.

Battistella, Dario. Théories des relations internationales. Paris, Presse s de Science Po, 2003.

Required Readings

Cox, Robert W. «Social Forces, States and World Orders: Beyond International Relations Theory». in Robert O. Keohane (Ed.), Neorealism and its Critics, New York: Columbia University Press, 1986, pp. 204-254.

Fearon, James G. «Rationalist Explanations for War». International Organization, vol 49, no 3, 1995, p. 379-414.

Green, Donald P. & Ian Shapiro. «The Nature of Rational Choice Theory». dans Donald P. Green et Ian Shapiro, Pathologies of Rational Choice Theory: A Critique of Applications in Political Science, New Haven & London, Yale University Press, 1994, pp. 13-32.

Grieco Joseph M. Cooperation Among Nations : Europe, America, and the Non-Tariff Barriers to Trade. Ithaca, Cornell University Press, 1990.

Keohane Robert O. After Hegemony, Cooperation and Discord in the World Political Economy. Princeton, Princeton University Press, 1984.

Keohane, Robert O. et Nye Joseph S. Power and Interdependence. (s1), Harper Collins Publishers, 1989 (1977).

Krasner, Stephen D. «Global Communications and National Power : Life on the Pareto Frontier». World Politics, vol.43, avril 1991, pp. 336-366.

Lapid, Yosef. «The Third Debate: On the Prospects of International Theory in a Post-Positivist Era». International Studies Quarterly, Vol. 33, 1989, pp. 235-254.

Merle, Marcel. Bilan des relations internationales contemporaines. Paris, Économica, 1995.

Morgenthau, Hans J. Politics Among Nations : The Struggle for Power and Peace. New York, Alfred A. Knopf, 1978.

Peterson, Spike V. & Anne Sisson Runyan. «Gender as a Lens on World Politics». in Spike Peterson V., Global Gender Issues, Boulder: Westview Press, 1993, pp. 17-44.

Roberts, Adam. «Order/Justice Issues at the UN». in Rosemary Foot, John Lewish Gaddis & Andrew Hurrell (Eds), Order and Justice in International Relations, Oxford, Oxford University Press,2003, pp. 49-79.

Séroussi, Roland. Clés des relations internationales. Paris, Nathan,1993.

Shapiro, Michael J. «Textualizing Global Politics». in James Der Derian & Michael J. Shapiro (Eds.), International/Intertextual Relations: Postmodern Readings of World Politics, New York, Lexington Books,1989, pp. 11-22.

Smouts, Marie-Claude. Les Nouvelles relations internationales : pratiques et théories. Paris, Presses de Sciences Po, 1998.

Steans, Jill and Lloyd Pettiford. International Relations: Perspectives and Themes. New York, Longman, 2001.

Waltz, Kenneth N. Theory of International Politics. New York, MacGraw Hill, 1979.

Ibrahima Diallo Ibrahima Diallo Jan 25, 2005

Signature Date

Collège universitaire de Saint-Boniface

Bibliothèque Alfred-Monnin
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 235-4402
Télécopieur : (204) 233-
Envoy : PEB.M...
www.ustboniface.mb.ca

December 1, 2004

84
019.3~~xy~~ F– Les approches théoriques en relations internationales

To whom it may concern,

This letter is to acknowledge that the library has verified the bibliography for this course. The library has a good collection on this subject and most of the documents listed are already in the library or are available on-line. The library has the required funds to buy this missing material and to support this collection.

Please do not hesitate to communicate with us if you require any further information.

Respectfully yours,

Marcel Boulet

Marcel Boulet
Library Director

COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE

ADDITION DE COURS

1. SECTEUR : Arts

2. DISCIPLINE : Science politique

3. COURS AJOUTÉ :
   a. Cote : 019.384 F
   b. Titre/intitulé : Les approches théoriques en relations internationales (3)
   c. Nombre de crédits : 3

4. DESCRIPTION (traduction de la description anglaise du "Calendar") :

(La description d'un cours créé au C.U.S.B. ne doit pas dépasser cinq (5) lignes).

019.384 F Les approches théoriques en relations internationales (3) Études des différentes approches théoriques utilisées dans l'analyse des relations internationales, ainsi que les méthodologies utilisées par les analystes de la politique internationale. Préalable : une note de C ou plus au 019.204 ou à l'ancien 019.153 ou le consentement écrit de l'enseignant ou du chef de département. Donné au Collège universitaire de Saint-Boniface.

5. CONDITIONS POUR SUIVRE CE COURS (préalables, note minimale dans cours précédents, exigences de concomitance, exigences pour Mineure, Majeure et Spécialisation, etc.) :

S/O

6. CLASSIFICATION (régions, catégories, groupes, etc. pour les cours de géographie, histoire, religion, français, sciences biologiques, etc.) :

S/O

7. JUSTIFIEZ L'ADDITION DE CE COURS :

   a. Raisons fondamentales :

Ce cours est présentement offert à l'Université du Manitoba. L'offrir en français au CUSB élargira le choix des étudiants et des étudiantes dont la science politique est la majeure et à ceux et celles inscrits au baccalauréat en Études internationales. Aussi, en introduisant ce cours, nous répondons aux besoins des étudiantes et des étudiants internationaux dont le nombre ne cesse de croître depuis les dernières années.

   b. Place de ce cours dans la discipline :

Ce cours est au choix pour les étudiants au baccalauréat général en arts mais il est obligatoire pour le programme en études internationales.

   c. Importance du cours (niveau, Majeure, Mineure, Spécialisation, régions, catégories, groupes, etc.):

Il peut aussi faire partie d'une majeure en science politique.

d. **Chevauchement (cours semblables dans la discipline ou dans d'autres disciplines) :**

Il n'existe pas de cours semblable au CUSB.

e. **Séquence du cours (tous les ans, tous les deux ans, tous les trois ans?) :**

Tous les deux ans.

8. **COÛTS ADDITIONNELS APPROXIMATIFS :**

S/O

9. **SYLLABUS / SOMMAIRE** (Vous pouvez utiliser le verso pour autres renseignements)

a) **Objectifs particuliers du cours (connaissances, habiletés et attitudes que les étudiant(es) devront acquérir ou maîtriser; ce que le professeur attend des étudiant(es) durant et à la fin du cours):**

À l'issue du cours, l'étudiant devrait pouvoir comprendre les débats théoriques en relations internationales, être capable de bien les analyser et les appliquer à la réalité politique internationale.

b) **Contenu du cours (grandes lignes) :**

Le cours abordera d'abord les théoriciens classiques en relations internationales puis nous verrons respectivement les théories réaliste, libérale, néo-réaliste et néo-libérale. Nous continuerons avec le théorie critique, le postmodernisme, le féminisme, le choix rationnel et les débats positivistes. Après une conclusion, nous ferons une révision générale.

c) **Stratégies d'enseignement-apprentissage (méthodes, formules, techniques pédagogiques):**

Le cours fait une combinaison judicieuse entre les exposés magistraux du professeur, les discussions en classe et les projets de groupes. Les étudiants devront donc se préparer rigoureusement avant chaque séance.

d) **Évaluation (formes, critères et répartition des points) :**

Participation 10 %, examen de mi-session 30 %, dissertation 30 %, examen 30 %.

e) **Exigences :**

1. **Devoirs, exercices, exposés en classe, labos, visites, stages, etc.**

Les étudiants auront des devoirs et exposés oraux en classe.

2. **Lectures obligatoires (livres, revues, articles, etc.) :**

Lectures hebdomadaires obligatoires de livres ou d'articles de périodiques choisis par le professeur.

f) **Bibliographie des sources essentielles : (en ordre alphabétique)**

019.384 F Les approches théoriques en relations internationales (3)

Bibliographie

Required texts

Charlton, Mark. Crosscurrents: International Relations in the Post Cold War Era. (3rd ed.) Scarborough, Nelson Canada, 2002.

Battistella, Dario. Théories des relations internationales. Paris, Presses de Science Po, 2003.

Required Readings

Cox, Robert W. «Social Forces, States and World Orders: Beyond International Relations Theory». in Robert O. Keohane (Ed.), Neorealism and its Critics, New York: Columbia University Press, 1986, pp. 204-254.

Fearon, James G. «Rationalist Explanations for War». International Organization, vol 49, no 3, 1995, p. 379-414.

Green, Donald P. & Ian Shapiro. «The Nature of Rational Choice Theory». dans Donald P. Green et Ian Shapiro, Pathologies of Rational Choice Theory: A Critique of Applications in Political Science, New Haven & London, Yale University Press, 1994, pp. 13-32.

Grieco Joseph M. Cooperation Among Nations : Europe, America, and the Non-Tariff Barriers to Trade. Ithaca, Cornell University Press, 1990.

Keohane Robert O. After Hegemony, Cooperation and Discord in the World Political Economy. Princeton, Princeton University Press, 1984.

Keohane, Robert O. et Nye Joseph S. Power and Interdependence. (s1), Harper Collins Publishers, 1989 (1977).

Krasner, Stephen D. «Global Communications and National Power : Life on the Pareto Frontier». World Politics, vol.43, avril 1991, pp. 336-366.

Lapid, Yosef. «The Third Debate: On the Prospects of International Theory in a Post-Positivist Era». International Studies Quarterly, Vol. 33, 1989, pp. 235-254.

Merle, Marcel. Bilan des relations internationales contemporaines. Paris, Économica, 1995.

Morgenthau, Hans J. Politics Among Nations : The Struggle for Power and Peace. New York, Alfred A. Knopf, 1978.

Peterson, Spike V. & Anne Sisson Runyan. «Gender as a Lens on World Politics». in Spike Peterson V., Global Gender Issues, Boulder: Westview Press, 1993, pp. 17-44.

Roberts, Adam. «Order/Justice Issues at the UN». in Rosemary Foot, John Lewish Gaddis & Andrew Hurrell (Eds), Order and Justice in International Relations, Oxford, Oxford University Press,2003, pp. 49-79.

Séroussi, Roland. Clés des relations internationales. Paris, Nathan,1993.

Shapiro, Michael J. «Textualizing Global Politics». in James Der Derian & Michael J. Shapiro (Eds.), International/Intertextual Relations: Postmodern Readings of World Politics, New York, Lexington Books,1989, pp. 11-22.

Smouts, Marie-Claude. Les Nouvelles relations internationales : pratiques et théories. Paris, Presses de Sciences Po, 1998.

Steans, Jill and Lloyd Pettiford. International Relations: Perspectives and Themes. New York, Longman, 2001.

Waltz, Kenneth N. Theory of International Politics. New York, MacGraw Hill, 1979.

Ibrahima Diallo Ibrahima Diallo Jan. 25, 05
Signature Date

Collège universitaire de Saint-Boniface

Bibliothèque Alfred-Monnin
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 235-4403
Télécopieur : (204) 233-9472
Envoy : PEB.MSC
www.ustboniface.mb.ca

Le 1 décembre 2004

84
019.3~~RY~~F– Les approches théoriques en relations internationales

À qui de droit,

Cette lettre est pour vous indiquer que la bibliothèque a vérifié la bibliographie pour ce nouveau cours. La bibliothèque possède déjà une bonne collection dans ce domaine. Presque tous les documents indiqués dans la bibliographie sont soit déjà à la bibliothèque ou disponible en-ligne. La bibliothèque a les ressources financières requises pour acheter ce qui manque.

Si vous avez besoin de renseignements supplémentaires, n'hésitez pas de communiquer avec nous.

Respectueusement vôtre,

Marcel Boulet

Marcel Boulet
Directeur de la bibliothèque

THE UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION OF UNDERGRADUATE OR CERTIFICATE COURSES

A. TO BE COMPLETED FOR ALL COURSES BEING INTRODUCED, MODIFIED OR REACTIVATED.

Faculty: Faculty of Arts *Department:* XXX XXX

Course Name: xxx 1xx F Introduction aux études internationales (3)

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

_X_ Introduced ___ Modified ___ Reactivated

To become effective in the 2005-2006 regular session.

To be included in the 20 05 / 20 06 *General Calendar.*

Is this course listed as a required course or a formal elective course in any University program?

YES ( ) NO (x)

Existing Calendar/Brochure Entry
(Only for a modified or reactivated course)

(Exactly as it appears in the Calendar or Continuing Education brochure)

Reasons for Change

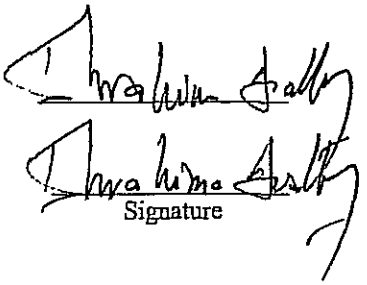
The course was designed specifically for the International Studies Program. This Course will help students better understand contemporary society and the 'field' of International Studies.

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Frequency of Offering (See Guidelines)

Annually

Signatures

Department Approval:	Ibrahima Diallo		November 24, 2004
Faculty/School Approval:	Ibrahima Diallo Print Name	 Signature	November 24, 2004 Date

FORM APPROVED BY SENATE - JUNE 200

THE UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION OF UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

Dept. No.	Credit Course No.	Suggested Abbreviated Course Title (15 characters or less)	Hours
xxx	1xxF	intro étud int	3

C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED
Proposed Calendar/Brochure Entry

xxx 1xxF **Introduction aux études internationales (3)** Introduction à l'étude du monde contemporain sous un angle interdisciplinaire. Le cours analyse les fondements historique, politique et les principaux outils méthodologiques et théoriques qui président à l'étude de la société internationale contemporaine.
Donné au Collège universitaire de Saint-Boniface.
Exactly as it will appear in the Calendar or Continuing Education brochure - See Guidelines

D. TO BE COMPLETED FOR ALL COURSES INTRODUCED OR MODIFIED AS APPROPRIATE (See Guidelines)
Supporting Documentation

The following items are attached to and form part of this proposal:

x Course outline

Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

X Statement from subject librarian(s) as to library resources

Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

N/A Statement of additional costs, workload, and/or supplies

N/A Statement(s) from other Departments, Faculties or Schools on possible overlap

N/A Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

N/A Revised Program Descriptions for all programs using this course

N/A Additional documentation

Xxx 1xx F Introduction aux études internationales (3)

Description

The course introduces students to the study of contemporary World and explains frameworks and methods used to analyze international society.

Objectives

The course will help students deepen their understanding of the increasingly interdependent nature of contemporary society and develop a critical perspective on a variety of international issues.

Course structure

The course is based upon required readings on chosen themes, and class discussion. Active student participation is strongly encouraged in order to create a dynamic learning environment.

Course outline

1 : Introduction

- Overview and syllabus reading

2: The historical context

- The evolution of international society
- International history (1900 – 1945) (1945 – 1989)
- The end of the cold war and its consequences

3:The nature of the international system

4: Globalization

- History and Theories

5: Globalization and the state

- The Westphalian order; the end of sovereignty ?

6 : Global governance and global civil society

7: The challenge of global democracy

8: The Developing World and globalization

9 : Issues in international society

- Environmental and Human rights, etc., issues

Part II Theories and methods in International Studies

Guest instructors will be invited to present their expertise and perspective on the study of contemporary society. They will introduce students to theories and/or methodologies specific to their respective discipline, and its challenges in an increasingly interdependent world. This will ensure that the program is a unique, enriching experience for students. The following perspectives will be presented :

1) Economic; 2) Cultural and social; 3) Historical; 4) Political.

Grading

Participation : 20 %, Term paper : 30 %, Oral presentation (on a very well research topic) : 20 % and Final exam : 30 %.

Bibliography

Aron, Raymond. Les désillusions du progrès : Essai sur la dialectique de la modernité. Paris, Calman-Lévy,1969 pp. 237-264.

Barbault, R. et al. Sommet mondial du développement durable 2002. Quels enjeux, quelle contribution des scientifiques. France, Ministère des affaires étrangères adpf, 2002., p. 14-44.

Boyer, Robert. « Les mots et les réalités». Dans Serge Cordellier (dir). La mondialisation au-delà des mythes. Paris, La découverte, 2000. (pp 15 – 16)

Breton, Gilles. « Mondialisation et science politique : la fin d'un imaginaire théorique ? ». Études internationales, 24(3) 1993, pp. 533-548.

Cerny, Philip G. « Globalizing the Political and Politicising the Global : Concluding Reflection on International Political Economy as a Vocation ». New political economy, Vol.4 no1, 1999, pp. 147-162.

Cerny, Philip G. « What next for the State ? » dans Eleonore Kofman et Gillian Youngs, Globalization, Theory and Practice, Londres, Pinter, 1998, pp. 123-137.

Charnovitz, Steve. «Two centuries of participation: NGO and International governance ». Michigan Journal of International Law, Hiver 1997, pp. 183-286.

Cohen, Robin and Shirin M. Rai. Global Social Movements, Londres, Athelone Press, 2000, p. 1-17.

Cutler, Claire, Virginia Harfler et Tony Porter (eds.). Private Authority and International Affairs. New York, Suny Press, 1999.

De Senarclens, Pierre. Mondialisation, souveraineté et théories des relations internationales. Paris, Armand Collin, 1999, (pp 71 —97)

Fortmann, Michel. « À l'Ouest rien de nouveau? Les théories sur l'avenir de la guerre au seuil du XXIe siècle ». Études internationales 31 (1). 2000, pp. 57-90.

Foucault, Michel. Dits et Écrits : 1954-1988, Gallimard, 1994, pp 635-657.

Hentsch, Thierry, Daniel Holly et Pierre-Yves Soucy. Le système mondial. Rapport internationaux et relations internationales. Montréal, Nouvelle optique, 1983, pp 13 – 48.

Hewson, Martin et Timothy J. Sinclair. Approaches to global governance theory. New York, Suny Press, 1999, pp. 3-22.

Higgott, Richard G. Underhill et A. Bieler (eds.). Non state actors and Authority in the Global System. Londres, Routledge, 2000.

Hirst, Paul. « The global economy, myths and realities ». International Affairs, juillet 1997, pp. 409-425.

Hobbes, Thomas. *Léviathan*. Paris : Gallimard. 2000 [1651], p. 220-228 (extrait).

Keck, M.E. et K. Sikkinl. Activists beyond borders. Cornell, Cornell University Press, 1998.

Keohane, Robert O. et Joseph S. Nye. Power and Interdependence : World Politics in Transition. Boston et Toronto, Little Brown et Company, 1977, pp71 –97.
la nouvelle édition.

Laïdi, Zaki. Un monde privé de sens. Paris :Hachette. Pluriel no 1003, 2001, pp. I-XXII.

Laïdi, Zaki. « Etat, politique et mondialisation ». dans Un monde privé de sens. Paris, Hachette, 2001 (Pluriel), pp I-XXII.

Laïdi., Zaki. Le Sacre du Présent. Paris, Flammarion, 2000, pp. 132-172.

Laïdi, Zaki. « Penser l'après-guerre froid » et « Sens et puissance dans le système international ». in Zaki Laïdi, L'ordre mondial relâché. Sens et puissance après la guerre froide, Paris, Presses de la FNSP, (Références), pp. 5-44

Mann, Michael. « Nations States in Europe and other continents : diversifying, developing, not dying ». Daedalus. Eté 1993, pp. 115-140.

Michael Ross Fowler and Julie Marie Bunck. Law, power and the sovereign State : The evolution and application of the concept of sovereignty. University Park, Pennsylvania State University Press, 1995.

Murphy, Craig. « Global governance : poorly done and poorly understood ». International Affairs, octobre 2000, pp. 789-803.

Murphy, Craig. « Global governance: poorly done and poorly understood ». International Affairs, octobre 2000, pp. 789-803.

O'Brien, Robert et al. Contesting Global governance, Multilateral Economic Institutions and Global Social Movements. Cambridge, Cambridge University Press, 2000.

OCDE. Governance in the 21st century. Pairs, OECD, 2001.

Osry, Sylvia. « The multilateral Trading System ». in Oxford Handbook of International Business.

Prakash, Asseem et Jeffrey Hart (eds.). Globalization and Governance, Londres, Routledge, 1999.

Serfati. Claude. La mondialisation armée et le déséquilibre de la terreur. Paris : Textuel, 2001, p. 33-50.

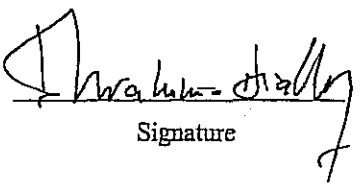
Stoker, Gerry. « Cinq propositions pour une théorie de la gouvernance ». Revue Internationale des sciences sociales, mars 1998, pp. 19-30.

Touraine, Marisol. Le bouleversement du monde Géopolitique du XXIe siècle. Paris, Éditions du Seuil. 1995, pp. 237-272.

Tronquoy, Philippe (dir.). Enjeux et politiques de l'environnement. Paris, La documentation française. Cahiers français no 306, 2002. p. 79-85.

Waltz, Kenneth. «Structural Realism after the World War»International Security, Eté 2000, pp 5 – 41.

Waters, Malcolm. Globalization. Londres, Routledge, 1995, pp. 11-37.

Ibrahima Diallo -  November 24, 2004 -

Doyen Signature Date

Collège universitaire de Saint-Boniface
Bibliothèque Alfred-Monnin
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 235-4403
Télécopieur : (204) 233-
Envoy : PEB..
www.ustboniface.mb.ca

October 15, 2004

XXX.1XX F -Introduction aux études internationales

To whom it may concern,

The library has received a detailed description of the new course and its content and has checked the library's holdings.

Please note that 25% of the recommended documents are already available on-line or at one of the University of Manitoba Libraries. Except for a few documents already in our catalogue, most of the documents will have to be acquired by the library. One-time funds required to buy this material is estimated at $1,100.00, but another $500.00 should be added as annual support in coming years. The library maintains a fairly strong collection covering the world wars, the Cold War, the third world and the international system. Special attention will be given to acquire more recent material on globalization issues.

As per our discussions with the Dean, the Collège has already identified funds allowing the library to complete and maintain its collections. The library is therefore able to support the proposed new course.

Please do not hesitate to communicate with us if you require any further information.

Respectfully yours,

Marcel Boulet

Marcel Boulet
Library Director

COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE

ADDITION DE COURS

1. **SECTEUR :** Arts

2. **DISCIPLINE : XXX.XXX**

3. **COURS AJOUTÉ :**
   a. Cote : xxx 1xxF
   b. Titre/intitulé : Introduction aux études internationales (3)
   c. Nombre de crédits : 3

4. **DESCRIPTION (traduction de la description anglaise du "Calendar") :**

   (La description d'un cours créé au C.U.S.B. ne doit pas dépasser cinq (5) lignes).

xxx 1xxF Introduction aux Études internationales (3) Introduction à l'étude du monde contemporain sous un angle interdisciplinaire. Le cours analyse les fondements historique, politique et les principaux outils méthodologiques et théoriques qui président à l'étude de la société internationale contemporaine. Donné au Collège universitaire de Saint-Boniface.

5. **CONDITIONS POUR SUIVRE CE COURS (préalables, note minimale dans cours précédents, exigences de concomitance, exigences pour Mineure, Majeure et Spécialisation, etc.) :**

   S/O.

6. **CLASSIFICATION (régions, catégories, groupes, etc. pour les cours de géographie, histoire, religion, français, sciences biologiques, etc.) :**

   S/O.

7. **JUSTIFIEZ L'ADDITION DE CE COURS :**

   a. **Raisons fondamentales :**

   Créer un cours spécifique au programme du baccalauréat en études internationales.

   b. **Place de ce cours dans la discipline :**

   Ce cours est obligatoire.

   b. **Importance du cours (niveau, Majeure, Mineure, Spécialisation, régions, catégories, groupes, etc.):**

Le cours est d'une grande importance car il reflète le caractère interdisciplinaire du programme en études internationales. Et, cela se fera à travers l'intervention de quelques professeurs qui présenteront les visions globales du monde contemporain et les différentes approches théoriques et / ou méthodologiques propres à leurs disciplines.

d. **Chevauchement (cours semblables dans la discipline ou dans d'autres disciplines) :**

Il n'existe pas de cours semblable au CUSB.

e. **Séquence du cours (tous les ans, tous les deux ans, tous les trois ans?) :**

Annuel.

8. **COÛTS ADDITIONNELS APPROXIMATIFS :**

S/O

9. **SYLLABUS / SOMMAIRE** (Vous pouvez utiliser le verso pour autres renseignements)

a) **Objectifs particuliers du cours (connaissances, habiletés et attitudes que les étudiant(es) devront acquérir ou maîtriser; ce que le professeur attend des étudiant(es) durant et à la fin du cours):**

À l'issue du cours, les étudiantes et étudiants devraient, en principe, avoir une connaissance et une compréhension plus approfondies de la société contemporaine et pouvoir apprécier et analyser de façon critique les grandes questions que l'on se pose dans ce système international de plus en plus interdépendant.

b) **Contenu du cours (grandes lignes) :**

Le cours sera divisé en deux parties. La première portera sur l'analyse de l'évolution et des caractéristiques du système international contemporain et la deuxième sera consacrée à l'étude de différentes approches et méthodologies de plusieurs champs plusieurs disciplines en sciences sociales et humaines.

Course outline

1 : Introduction

- Lecture du syllabus et vue d'ensemble sur le champs des études internationales

2 : Le contexte historique

- Évolution de la société internationale
- Histoire internationale (1900 – 1945) (1945 – 1989)
- La fin de la Guerre froide et ses conséquences

3 : *La nature du système international*

4 : La mondialisation

- Histoire et théories

5 : La Mondialisation et l'État

- L'ordre Westphalien, la fin de la souveraineté de l'État ?...

6 : Gouvernance mondiale et société civile globale

7 : Les défis de la démocratie globale

8 : La mondialisation et le Tiers monde

9 : Les grandes questions de la société internationale

- Environnement, droits de la personne, etc.

Partie II : Théories et méthodes en études internationales

Cette deuxième partie va refléter le caractère multidisciplinaire du programme. En effet, quelques professeurs invités viendront présenter leur propre expertise et perspective concernant l'étude des sociétés humaines et les interactions entre-elles. Ces derniers présenteront les visions globales du monde contemporain et les différentes approches théoriques et / ou méthodologiques propres à leurs champs discipline. Ces professeurs présenteront les perspectives économique, culturelle et sociale, historique et politique.

c) Stratégies d'enseignement-apprentissage (méthodes, formules, techniques pédagogiques):

Le cours se composera d'une combinaison judicieuse d'exposés magistraux du professeur, de discussions et de projets de groupes. Il est donc fortement recommandé aux étudiants et aux étudiantes de se préparer rigoureusement avant chaque séance.

d) Évaluation (formes, critères et répartition des points) :

La note finale de l'étudiant sera compilée de la façon suivante :

Dissertation : 30 %, présentation orale sur une question d'actualité cruciale (présenter une bibliographie reflétant une recherche solide) : 20 %, participation : 20 %, examen final :30 :%.

e) Exigences :

1. **Devoirs, exercices, exposés en classe, labos, visites, stages, etc.**

   Devoirs et présentations orales

2. **Lectures obligatoires (livres, revues, articles, etc.) :**

   Lectures hebdomadaires obligatoires de livres ou d'articles de périodiques choisis par les professeurs (es)

f) **Bibliographie des sources essentielles : (en ordre alphabétique)**

Aron, Raymond. Les désillusions du progrès : Essai sur la dialectique de la modernité. Paris, Calman-Lévy, 1969 pp. 237-264.

Barbault, R. et al. Sommet mondial du développement durable 2002. Quels enjeux, quelle contribution des scientifiques. France, Ministère des affaires étrangères adpf, 2002., p. 14-44.

Boyer, Robert. « *Les mots et les réalités*». *Dans Serge Cordellier (dir).* La mondialisation au-delà des mythes. Paris, La découverte, 2000, pp 15 – 16.

Breton, Gilles. « Mondialisation et science politique : la fin d'un imaginaire théorique ? ». Études internationales, *vol. 24, no3, 1993, pp. 533-548.*

Cerny, Philip G. « Globalising the Political and Politicising the Global : Concluding Reflection on International Political Economy as a Vocation ». New political economy, Vol.4 no1, 1999, pp. 147-162.

Cerny, Philip G. « What next for the State ? » dans Eleonore Kofman et Gillian Youngs, Globalization, Theory and Practice, Londres, Pinter, 1998, pp. 123-137.

Charnovitz, Steve. «Two centuries of participation: NGO and International governance ». Michigan Journal of International Law, Hiver 1997, pp. 183-286.

Cohen, Robin and Shirin M. Rai. Global Social Movements, Londres, Athelone Press, 2000, p. 1-17.

Cutler, Claire, Virginia Harfler et Tony Porter (eds.). Private Authority and International Affairs. New York, Suny Press, 1999.

De Senarclens, Pierre. Mondialisation, souveraineté et théories des relations internationales. Paris, Armand Collin, 1999, pp 71 – 97.

Fortmann, Michel. « À l'Ouest rien de nouveau? Les théories sur l'avenir de la guerre au seuil du XXIe siècle ». Études internationales vol. 31, no1, 2000, pp. 57-90.

Foucault, Michel. Dits et Écrits : 1954-1988, Gallimard, 1994, pp 635-657.

Hentsch, Thierry, Daniel Holly et Pierre-Yves Soucy. Le système mondial. Rapport internationaux et relations internationales. Montréal, Nouvelle optique, 1983, pp 13 – 48.

Hewson, Martin et Timothy J. Sinclair. Approaches to global governance theory. New York, Suny Press, 1999, pp. 3-22.

Higgott, Richard G. Underhill et A. Bieler (eds.). Non state actors and Authority in the Global System. Londres, Routledge, 2000.

Hirst, Paul. « The global economy, myths and realities ». International Affairs, juillet 1997, pp. 409-425.

Hobbes, Thomas. *Léviathan*. Paris : Gallimard. 2000 [1651], p. 220-228 (extrait).

Keck, M.E. et K. Sikkinl. Activists beyond borders. Cornell, Cornell University Press, 1998.

Keohane, Robert O. et Joseph S. Nye. Power and Interdependence : World Politics in Transition. Boston et Toronto, Little Brown et Company, 1977, pp71 –97.
la nouvelle édition.

Laïdi, Zaki. Un monde privé de sens. Paris :Hachette. Pluriel no 1003, 2001, pp. I-XXII.

Laïdi, Zaki. « Etat, politique et mondialisation ». dans Un monde privé de sens. Paris, Hachette, 2001 (Pluriel), pp I-XXII.

Laïdi., Zaki. Le Sacre du Présent. Paris, Flammarion, 2000, pp. 132-172.

Laïdi, Zaki. « Penser l'après-guerre froid » et « Sens et puissance dans le système international ». in Zaki Laïdi, L'ordre mondial relâché. Sens et puissance après la guerre froide, Paris, Presses de la FNSP, (Références), pp. 5-44.

Mann, Michael. « Nations States in Europe and other continents : diversifying, developing, not dying ». Daedalus. Eté 1993, pp. 115-140.

Michael Ross Fowler and Julie Marie Bunck. Law, power and the sovereign State : The evolution and application of the concept of sovereignty. University Park, Pennsylvania State University Press, 1995.

Murphy, Craig. « Global governance : poorly done and poorly understood ». International Affairs, octobre 2000, pp. 789-803.

Murphy, Craig. « Global governance : poorly done and poorly understood ». International Affairs, octobre 2000, pp. 789-803.

O'Brien, Robert et al. Contesting Global governance. Multilateral Economic Institutions and Global Social Movements. Cambridge, Cambridge University Press, 2000.

OCDE. Governance in the 21st century. Pairs, OECD, 2001.

Osry, Sylvia. « The multilateral Trading System ». in Oxford Handbook of International Business.

Prakash, Asseem et Jeffrey Hart (eds.). Globalization and Governance. Londres, Routledge, 1999.

Serfati. Claude. La mondialisation armée et le déséquilibre de la terreur. Paris : Textuel, 2001, p. 33-50.

Stoker, Gerry. « Cinq propositions pour une théorie de la gouvernance ». Revue Internationale des sciences sociales, mars 1998, pp. 19-30.

Touraine, Marisol. Le bouleversement du monde Géopolitique du XXIe siècle. Paris, Éditions du Seuil. 1995, pp. 237-272.

Tronquoy, Philippe (dir.). Enjeux et politiques de l'environnement. Paris, La documentation française. Cahiers français no 306, 2002. p. 79-85.

Waltz, Kenneth. «Structural Realism after the World War» International Security, Eté 2000, pp 5 – 41.

Waters, Malcolm. Globalization. Londres, Routledge, 1995, pp. 11-37.

Ibrahima Diallo
Doyen

Signature

24 novembre 2004
Date

Collège universitaire de Saint-Boniface

Bibliothèque Alfred-Monnin
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 235-4403
Télécopieur : (204) 233-9472
Envoy : PEB.MSC
www.ustboniface.mb.ca

le 15 octobre 2004

XXX.1XX F-Introduction aux études internationales

À qui de droit :

La bibliothèque a reçu la description détaillant le contenu de ce nouveau cours et a vérifié la bibliographie du cours proposé.

Il est bon de noter qu'environ 25% des documents sont déjà disponibles en ligne ou dans une des bibliothèques du réseaux des bibliothèques de l'Université du Manitoba. À l'exception de quelques œuvres, il sera nécessaire que la bibliothèque puisse acheter presque la totalité des titres qui figurent dans la bibliographie mais qui ne font pas encore partis de nos collections. Les fonds requis pour acheter les documents de base sont évalués à 1,100$ et il faudra prévoir un engagement annuel de 500$ pour maintenir la collection dans les années avenirs. La bibliothèque possède également d'autres titres qui pourraient appuyer ce cours, surtout en rapport avec les guerres mondiales, la Guerre froide, le troisième monde et le système international.

Suite aux discussions avec le Doyen de la FASAA, le Collège a déjà identifié des fonds qui permettront à la bibliothèque de compléter ses collections, ce qui fait que la bibliothèque sera en mesure d'appuyer ce nouveau cours.

Si vous avez besoins de renseignements supplémentaires, n'hésitez pas de communiquer avec nous.

Respectueusement vôtre,

Marcel Boulet

Marcel Boulet
Directeur de la bibliothèque

THE UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION OF UNDERGRADUATE OR CERTIFICATE COURSES

A. TO BE COMPLETED FOR ALL COURSES BEING INTRODUCED, MODIFIED OR REACTIVATED.

Faculty: Faculty of Arts *Department:* *XXX XXX*

Course Name: xxx 3xxF. Sujets particuliers en études internationales (3)

Format: Department number, course number, course name and credit hours. For certificate (Continuing Education) courses, use contact hours instead of credit hours.

This course is to be:

X Introduced ___ Modified ___ Reactivated

To become effective in the 2005-2006 regular session.

To be included in the 20 05 / 20 06 *General Calendar.*

Is this course listed as a required course or a formal elective course in any University program?

YES ( ) NO (x)

Existing Calendar/Brochure Entry
(Only for a modified or reactivated course)

(Exactly as it appears in the Calendar or Continuing Education brochure)

Reasons for Change

By introducing this course at the Collège universitaire de Saint-Boniface, we will obtain sufficient flexibility to meet specific and present needs that students may have regarding international studies program.

If this change leads to changes in programs in your own unit, or in other faculties, provide supporting documentation as noted in the Guidelines.

Frequency of Offering (See Guidelines)
As needed

Signatures

Department Approval: Ibrahima Diallo — November 24, 2004

Faculty/School Approval: Ibrahima Diallo (Print Name) — Signature — November 24, 2004 (Date)

FORM APPROVED BY SENATE - JUNE 2000

THE UNIVERSITY OF MANITOBA

PROPOSAL FOR THE INTRODUCTION, MODIFICATION OR REACTIVATION OF UNDERGRADUATE OR CERTIFICATE COURSE CHANGE

B. TO BE COMPLETED FOR COURSES BEING INTRODUCED (See Guidelines)

Dept. No.	Credit Course No.	Suggested Abbreviated Course Title (15 characters or less)	Hours
xxx	3xx F	suj par étu int	3

C. TO BE COMPLETED FOR COURSES BEING INTRODUCED OR MODIFIED
Proposed Calendar/Brochure Entry

xxx.3xx F Sujets particuliers en études internationales (3). Le contenu du cours variera. Contacter le secteur pour une description de cours. Préalable : consentement écrit du chef de département. Donné au Collège universitaire de Saint-Boniface.

Exactly as it will appear in the Calendar or Continuing Education brochure - See Guidelines

D. TO BE COMPLETED FOR ALL COURSES INTRODUCED OR MODIFIED AS APPROPRIATE (See Guidelines)
Supporting Documentation
The following items are attached to and form part of this proposal:

__x__ Course outline

Format: list lecture, laboratory and tutorial hours per week; provide an outline of topics covered in lectures; and include a brief description of laboratories, tutorials and assignments. Identify required textbook(s) if applicable. *Note: No more than one page in length.*

__X__ Statement from subject librarian(s) as to library resources

Note: The library must be provided with a course outline as described above. As well, the proposing unit and the subject librarian should discuss and agree upon the bibliography to be used in assessing the strength of the library's collection in the field. The library will need at least one month notice of course proposals, and six months notice of program proposals, in order to prepare its statement.

__N/A__ Statement of additional costs, workload, and/or supplies

__N/A__ Statement(s) from other Departments, Faculties or Schools on possible overlap

__N/A__ Statement(s) from other Departments, Faculties or Schools on possible changes in their programs

__N/A__ Revised Program Descriptions for all programs using this course

__N/A__ Additional documentation

FORM APPROVED BY SENATE - JUNE 2000

xxx 3xx F Sujets particuliers en études internationales (3)

Description

According to the needs of students

Content

The content of the course will vary. For example, it can be about enhancing some aspects of the role of International institutions in World economy, Regionalism and the Third World , etc. Or, since the program is interdisciplinary, a selected topic in history or anthropology,.

Objectives

To enable students to explore and enhance their knowledge of some aspects of a specific topic in International Studies

Grading

Oral presentation 20 %, two research papers 25 % each, and final exam 30 %

Bibliography

According to the content

Collège universitaire de Saint-Boniface

Bibliothèque Alfred-Monnin
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 235-4403
Télécopieur : (204) 233-9472
Envoy : PEB.MSC
www.ustboniface.mb.ca

April 26, 2004

XXX.3XXF Sujets particuliers en études internationales

To whom it may concern:

As with other courses dealing with "Special topics", it is understood that the content of this course will vary according to the subject or subjects being treated and that it is almost impossible to clearly identify the exact resources required.

This course would cover the historical, political, anthropological or geographical aspects of international studies. Though the contents of this course may vary, the library already has good collections to support such a course.

Apart from the resources available at our library, all our students have access to our interlibrary services as well as all the library resources from the University of Manitoba. They should be able to find all the resources required to support this course.

If you need any further information, please do not hesitate to communicate with us.

Respectfully,

Marcel Boulet

Marcel Boulet
Library Director

COLLÈGE UNIVERSITAIRE DE SAINT-BONIFACE

ADDITION DE COURS

1. **SECTEUR :** Arts

2. **DISCIPLINE :** Études internationales

3. **COURS AJOUTÉ :**
   a. Cote : xxx 3xx F
   b. Titre/intitulé : Sujets particuliers en études internationales (3)
   c. Nombre de crédits : 3

4. **DESCRIPTION (traduction de la description anglaise du "Calendar") :**

   (La description d'un cours créé au C.U.S.B. ne doit pas dépasser cinq (5) lignes).

   xxx 3xx F Sujets particuliers en études internationales (3) Le contenu du cours variera. Contacter le département pour une description de cours. Préalable : consentement écrit du chef de département. Donné au Collège universitaire de Saint-Boniface.

5. **CONDITIONS POUR SUIVRE CE COURS (préalables, note minimale dans cours précédents, exigences de concomitance, exigences pour Mineure, Majeure et Spécialisation, etc.) :**

   Consentement écrit du chef de département.

6. **CLASSIFICATION (régions, catégories, groupes, etc. pour les cours de géographie, histoire, religion, français, sciences biologiques, etc.) :**

   S/O

7. **JUSTIFIEZ L'ADDITION DE CE COURS :**

   a. **Raisons fondamentales :**

      Avoir la flexibilité d'offrir un cours qui répondra aux besoins et aux intérêts des étudiants et des professeurs à un moment donné.

   b. **Place de ce cours dans la discipline :**

      Cours à option

c. **Importance du cours (niveau, Majeure, Mineure, Spécialisation, régions, catégories, groupes, etc.):**

S/O

d. **Chevauchement (cours semblables dans la discipline ou dans d'autres disciplines) :**

Il n'existe pas de cours semblables au CUSB

e. **Séquence du cours (tous les ans, tous les deux ans, tous les trois ans?) :**

Au besoin

8. **COÛTS ADDITIONNELS APPROXIMATIFS :**

S/O

9. **SYLLABUS / SOMMAIRE** (Vous pouvez utiliser le verso pour autres renseignements)

a) **Objectifs particuliers du cours (connaissances, habiletés et attitudes que les étudiant(es) devront acquérir ou maîtriser; ce que le professeur attend des étudiant(es) durant et à la fin du cours):**

À la fin du cours les étudiants auront étudié en profondeur et en détail un sujet spécifique choisi par le professeur et l'étudiant selon les besoins de ce dernier.

b) **Contenu du cours (grandes lignes) :**

Le contenu du cours va varier. Il portera sur un sujet spécifique choisi par l'étudiant et le professeur. Par exemple, Il peut s'agir d'un cours pour approfondir l'étude du rôle des institutions internationales dans l'économie mondiale, du régionalisme politique et économique ou encore de l'étude d'une région en particulier sur plan historique ou anthropologique étant donné que le programme est interdisciplinaire.

c) **Stratégies d'enseignement-apprentissage (méthodes, formules, techniques pédagogiques):**

Le cours fera une combinaison judicieuse entre les exposés du professeur, les discussions et les exposés de lectures des étudiants.

d) **Évaluation (formes, critères et répartition des points) :**

Une présentation orale : 20 %, deux dissertations : 25 % chacune et un examen final 30 %.

e) **Exigences :**

1. **Devoirs, exercices, exposés en classe, labos, visites, stages, etc.**

Lectures, exposés oraux et dissertations obligatoires

2. **Lectures obligatoires (livres, revues, articles, etc.) :**

Lectures obligatoires de livres ou d'articles de périodiques choisis par le professeur.

f) **Bibliographie des sources essentielles : (en ordre alphabétique)**

Selon le contenu du cours.

Ibrahima Diallo — Doyen

Signature

24 novembre 2004 — Date

Collège universitaire de Saint-Boniface

Bibliothèque Alfred-Monnin
200, avenue de la Cathédrale
Saint-Boniface (Manitoba) R2H 0H7
Téléphone : (204) 235-4403
Télécopieur : (204) 233-9472
Envoy : PEB.MSC
www.ustboniface.mb.ca

Le 26 avril 2004

XXX.3XXF Sujets particuliers en études internationales

À qui de droit,

Comme pour les autres cours qui traitent de "Sujets particuliers" dans autres disciplines, il est attendu que le contenu du cours va varier selon le sujet et il est impossible de préciser les ressources documentaires qui seront requises.

Ce cours portera sur des questions historiques, politiques, anthropologiques ou géographiques dans le cadre d'études internationales. La bibliothèque possède déjà des collections de base qui traitent de ces sujets et elle est en mesure de répondre aux besoins généraux d'un tel cours.

Si la bibliothèque ne peut pas acquérir tous les documents requis, la bibliothèque sera en mesure de diriger l'étudiant aux ressources appropriées et il sera possible d'emprunter des documents par l'intermédiaire de son service du prêt entre bibliothèques.

Si vous avez besoin de renseignements supplémentaires, n'hésitez pas de communiquer avec nous.

Respectueusement vôtre,

Marcel Boulet

Marcel Boulet
Directeur de la bibliothèque

February 28, 2005

Report of the Senate Planning and Priorities Committee on the Proposal to Introduce a Major in International Studies at the Collège Universitaire de Saint-Boniface

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 Collège Universitaire de Saint-Boniface proposes to introduce a Major in International Studies, leading to the BA degree.

Observations

1. The proposed 3-year interdisciplinary program will equip students with knowledge and skills they will need to understand and work within an ever more global context of social exchange. Globalization, immigration, and multiculturalism are salient trends in the population of the Collège Universitaire de Saint-Boniface, much as they are in Manitoba and Canada as a whole. The proposed program will promote diversification of the student body and student interests with respect to the political, economic, social, and cultural fields. Relevant career opportunities exist in civil service, diplomacy, international policy analysis, international or non-governmental organizations, customs, foreign trade, or international marketing. The proposed program is modeled in part on the interdisciplinary undergraduate program in Global Political Economy at the University of Manitoba.

2. Courses to be added (all 3 CH) are 019.325F Économie politique internationale, 019.384F Les approches théoriques en relations internationales, XXX.1XXF Introduction aux études internationales, and XXX.3XXF Sujets particuliers en études internationales. The first two are equivalents, but with instruction in French, to courses currently offered in the University of Manitoba's Department of Political Studies. The remaining 78 credits needed to complete the proposed program are already available at the Collège.

3. The Department of Political Studies at the University of Manitoba reviewed and strongly endorsed the proposal, adding in their letter of support that they had no foreseeable plans to introduce a similar program. The proposal was also reviewed and endorsed by relevant committees in the University of Manitoba's Faculty of Arts.

4. Library support for the proposed courses is adequate or the required funding to acquire additional documents on the proposed reading lists is in place.

5. The Collège's financial arrangements are independent of the University of Manitoba. SPPC is satisfied that sufficient resources are in place or will be allocated to the proposed courses.

Recommendations:

The SPPC recommends that:

Senate approve and the proposed Major in International Studies in the Collège Universitaire de Saint-Boniface.

Respectfully submitted,

Norman Hunter, Chair
Senate Planning and Priorities Committee

/jml

March 9, 2005

Report of the Senate Committee on Curriculum and Course Changes on a Proposal from Collège Universitaire de Saint-Boniface for a B.A. Major in International Studies (Baccalauréat ès arts en études internationales)

Preamble

Since last reporting to Senate, the Committee on Curriculum and Course Changes met on the above date to consider a proposal for a B.A. Major in International Studies.

Observations

1. The Committee was informed that the proposal had received the support of the Faculty of Arts at its Faculty Council meeting of March 3, 2005.

2. The Council on Post-Secondary Education has approved the Collège's Statement of Intent for this proposed Major.

3. The proposed program, while comparable to the interdisciplinary Global Political Economy program at the University of Manitoba, is the first of its kind in Manitoba. The program seeks to provide more opportunities for students to study political, social and economic issues though an international focus and recognizes the increase in diversity in the Franco-Manitoban community and the increasing number of international students at the Collège, currently from some 20 different nationalities and representing 18 percent of the student body.

4. The proposed major consists of 90 credit hours, 78 of which are already available at the Collège. Required courses include courses in English or French language, Political Studies, Economics, History, Business, Sociology, Geography, Anthropology and International Studies. 72 credit hours are required courses and there are 18 credit hours of elective courses.

5. Four new courses are proposed. Two of the proposed courses are currently offered in English by the Faculty of Arts. They include: **019.325F Économie politique internationale, and 019.384F Approches théoriques en relations internationales,** which are being proposed for introduction as French language courses to be taught at the Collège.

6. Two new courses are proposed, **XXX.1XXF Introduction aux études internationales, and XXX.3XXF Sujets particuliers en études internationales.**

7. The Collège has indicated that it will be able to ensure that the necessary library resources are in place to support students in the proposed major and the proposed new courses.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends that the proposal from Collège Universitaire de Saint-Boniface for a B.A. Major in International Studies be approved by Senate.

Respectfully submitted,

Professor B. L. Dronzek, Chair

Senate Committee on Curriculum and Course Changes

Terms of Reference: *Senate Handbook* (Online Version), section 8.21.

/jml

Courses to be introduced:

019.325F Économie politique internationale +3
Le cours examine les interrelations entre processus politiques, production et distribution de la richesse dans l'environnement international. L'accent est mis autant sur le développement historique, les perspectives théoriques majeures que sur les enjeux fondamentaux en économie politique internationale. L'on ne peut se faire créditer le 019.325F et l'ancien 019.383. Préalable: une note de C ou plus au 019.204 ou à l'ancien 019.153 ou le consentement écrit de l'enseignant ou du chef de département. Donné au Collège universitaire de Saint-Boniface.

019.384F Approches théoriques en relations internationales +3
Études des différentes approches théoriques utilisées dans l'analyse des relations internationales, ainsi que les méthodolgies utilisées par les analystes de la politique internationale. Préalable: une note de C ou plus au 019.204 ou à l'ancien 019.153 ou le consentement écrit de l'enseignant ou du chef de département. Donné au Collège universitaire de Saint-Boniface.

XXX.1XXF Introduction aux études internationales +3
Introduction à l'étude du monde contemporain sou un angle interdisciplinaire. Le cours analyse les fondements historique, politique et les principaux outils méthodologiques et théoriques qui président à l'étude de la société internationale contemporaine. Donné au Collège universitaire de Saint-Boniface.

XXX.3XXF Sujets particuliers en études internationales +3
Le contenu du cours variera. Contacter le secteur pour une description de cours. Préalable: consentement écrit du chef de département. Donné au Collège universitaire de Saint-Boniface.

NET CHANGE IN CREDIT HOURS: +12

February 16, 2005

Report of the Senate Committee on Instruction and Evaluation re: the Report of the Sub-committee to Investigate the Use of Software to Detect Plagiarism

Preamble

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found in Section 8.26 of the *Senate Handbook*.

2. Following on an annual report of the Student Advocacy Office, on March 25, 2003, SCIE created a sub-committee to investigate the use of software to detect plagiarism. The sub-committee's mandate was to:

   To investigate issues related to plagiarism, including but not limited to:

   1) known increases in plagiarism;
   2) best practices regarding detection of plagiarism; and
   3) use of software to detect plagiarism, costs, effectiveness and the like.

   To report and make recommendations to the Senate Committee on Instruction and Evaluation regarding their investigation and on the advisability with proceeding in the acquisition of plagiarism-detecting software.

3. The sub-committee was chaired by Dr. Lynn Smith and consisted of Dr. Cheryl Kristjanson, Ms. Erin Prosser, Ms. Cathy Van De Kerckhove, Dr. John Rempel, and Mr. Peter Tittenberger. The sub-committee met several times through 2003 and 2004 to compile their report.

Observations

1. The Committee reviewed and discussed the sub-committee's report and agrees with its recommendations.

2. The acquisition of plagiarism-detecting software is not recommended at this time. However, instructional, preventative and restorative options are recommended to reduce the number of instances of plagiarism and to foster a greater understanding of academic integrity.

3. The Committee wishes to thank Dr. Smith, and the members of the sub-committee for their detailed analysis of issues relating to the detection of plagiarism. The full text of the sub-committee's report follows this report.

Recommendations

1. The Senate Committee on Instruction and Evaluation recommends THAT Senate approve the recommendations of the Sub-Committee to Investigate the Use of Software to Detect Plagiarism, namely:

Recommendation 1

The sub-committee recommends that it is not advisable, at this time, to proceed with the acquisition of plagiarism-detecting software on an institution-wide basis. This matter should be reconsidered annually by the SCIE, in response to the University Discipline Committee's Annual Report.

Recommendation 2

The sub-committee recommends that the University of Manitoba should have a contemporary, clear, and compelling institutional statement on academic integrity. This statement would be used to set the tone for the university's approach to the gravity of academic integrity and its meaning in the educational process and on academic credentials. It is suggested that this statement be created by and issued by the President's office.

Recommendation 3

The sub-committee recommends that the practices related to the course outline references to cheating, plagiarism, and inappropriate collaboration be continued. Additionally it is recommended that academic staff be responsible for providing full explanations about plagiarism and citation requirements. Explanations and discussions about expectations for original and independent work should occur in class.

Recommendation 4

The sub-committee recommends that the university should consider a financial investment in additional resources for education and prevention of plagiarism, as opposed to financing the cost of plagiarism detection software.

The support for academic writing should be evident to all members of the university community. An infusion of resources to the Learning Assistance Centre would assist with the ability to expand writing, particularly research writing, programming for groups of students and individual students at all campuses.

- Under the LAC, one initiative which could assist with the prevention of plagiarism is the creation of a centralized tutor agency.
- The LAC should work with each faculty to create orientations or curricular content to integrate the principles of research writing and citation skills.

The projects under the auspices of University 1, Student Advocacy, and UTS require expansion and/or renewal. To accomplish this, additional resources are required, for example,

- *Etools for Success*
- *Academic Integrity Week*
- UTS Workshops for academic staff, Certification in Higher Education Training (CHET) program, Teaching Assistants (TA) workshops, and planned Tutor Training

New preventative approaches could include:

- Mandatory academic integrity and plagiarism education for all U1 and new undergraduate students (see below)

o Mandatory academic integrity and plagiarism education for all students entering graduate studies (see below)
o Providing educational sessions via online academic integrity tutorials
o At some time in their program, some students may require additional information about avoiding plagiarism, and this provision of information may be more effective if it is provided at several points of contact and in several formats, e.g. admissions material, pre-requisite research methods courses, and workshops.

Recommendation 5

If individual faculties, schools or departments are considering the purchase or license software such as Turnitin, they should become fully informed about the inherent challenges and issues. If a unit intends to purchase or license software, notification to the Chair of the SCIE should be made in advance of the purchase. The purpose of this notification is to facilitate a discussion regarding methods of evaluating the use of the software.

Recommendation 6

The University of Manitoba's website is a resource category website and is adequate but there is room for improvement. All the information is external to the website and only the most patient of students or faculty, enthusiastic about finding plagiarism information, will take the time to navigate the other websites.

Recommendations:

- The Interactive Tutorial or Feedback Quiz web pages have the potential to have the most impact on the user. It is recommended that the U of M adopt a procedure similar the Dalhousie University website and make University of Manitoba plagiarism workshops/presentations available online.

- Self-tests are an excellent way of providing feedback to the user, especially if they provide certificates of completion. It is recommended that the U of M integrate a self-test into the University of Manitoba website. If the resources are not available to do so, then provide and highlight a link to other websites to use their self-test for example, the Indiana University Bloomington, School of Education website.

- If the university or a faculty/school decides to subscribe to plagiarism software like Turnitin, follow the example of the University of Western Ontario website and offer information on how faculty can use the software and inform students that the software is in use. Information should also be provided regarding common concerns about the software and provisions for alternate options.

Recommendation 7

The Student Discipline By-law should incorporate references to restorative sanctions such as online instructional modules and remedial work.

Respectfully submitted,

Dr. Karen R. Grant, Chair
Senate Committee on Instruction and Evaluation

/jml

S:\Governance\SENATE\SENATE COMMITTEES\Reports\SCIE\Plagiarism report 2005.wpd

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Report of the Sub-Committee to

Investigate the Use of Software to Detect Plagiarism

Submitted to

Dr. Karen Grant, Chair

Senate Committee on Instruction and Evaluation

Submitted by

Sub-Committee members:

Dr. Cheryl Kristjanson (Director, Educational Development, Faculty of Medicine)

Ms Erin Prosser (2003) then Ms Cathy Van De Kerkhove (2004) (Vice-President, UMSU)

Dr. John Rempel (Associate Professor, Department of English)

Mr. Peter Tittenberger (Associate Director, University Teaching Services)

Dr. Lynn Smith, Chair (Director, Student Advocacy/Student Resource Services)

Research report regarding Educational Websites prepared by:

Ms Angela Tittle (Research Associate, Educational Development, Faculty of Medicine)

Introduction

Mandate

On March 25, 2003 the Senate Committee on Instruction and Evaluation approved the creation of the Sub-Committee to Investigate the use of Software to Detect Plagiarism.

The sub-committee's mandate is as follows:

1. To investigate issues related to plagiarism, including but not limited to:
    1) known increases in plagiarism
    2) best practices regarding detection of plagiarism
    3) means to prevent plagiarism (i.e. educational programs)
    4) high-risk areas for plagiarism
    5) use of software to detect plagiarism, costs, effectiveness and the like.

2. To report and make recommendations to the Senate Committee on Instruction and Evaluation regarding the investigation and on the advisability with proceeding in the acquisition of plagiarism-detecting software.

Process

The sub-committee met on April 22, 2003 and agreed upon a general plan for collection of information and resources and a tentative schedule for completion of the mandate. Material was circulated by email among committee members and a second meeting was convened on September 29, 2003. Submissions from committee members were reviewed, and members agreed that additional information was required to complete the collection of information. It was further agreed that additional information would be circulated and an overview would be

initiated by the chair. The overview would constitute a draft report which would provide a starting point for further discussion and shaping of the sub-committee's final report.

On November 3, 2003 the chair submitted an interim report to the Office of the University Secretary that included January 2004 as a tentative submission date for the final report to SCIE. This goal was optimistic and the writing of the initial report was completed and circulated to members of the sub-committee in March 2004. The sub-committee convened in April 2004. Subsequently a second draft was completed and circulated to members of the sub-committee in May 2004. There were two additional drafts of the report reviewed by members of the sub-committee. The report was approved, pending minor revisions to content and format, by the sub-committee members at a meeting on September 21, 2004. One additional draft of the report was circulated to committee members then the final report was completed and submitted to the Chair of the SCIE on October 23, 2004.

This report has been organized into four main sections:

I. Contextual factors

   Environmental factors and contextual background at universities with regards to plagiarism, particularly at the University of Manitoba

II. Research

   A summary of research findings conducted at the University of Manitoba and at other higher education institutions.

III. Current approaches

   What we are currently doing at the University of Manitoba to address plagiarism and promote academic integrity

IV. Recommendations

What we would like to accomplish at the University of Manitoba.

I. Contextual Factors

The timing of the subcommittee's work has coincided with a time frame of considerable media attention to the issues of plagiarism. The topic of plagiarism detection software received substantial coverage in the media after a McGill student challenged the compulsory uploading to Turnitin of his completed assignments for an economics course (Alphonso, 2004). The student's challenge and resulting coverage provided a wealth of information about institutional and faculty philosophies, practices, perspectives and legal aspects related to plagiarism detection software, particularly Turnitin, which has a considerable share of the market.

In Canada, there are approximately 30 institutions that have contracted the services of Turnitin, either on an institutional or faculty/academic staff basis (J. Lorton, personal communication, March 5, 2004). These include Acadia University, Brock University, McMaster University, Ryerson University, Simon Fraser University, University of British Columbia, University of Toronto, University of Western Ontario, University of Windsor, and York University. The University of Saskatchewan, after a review, chose to not use plagiarism detection software because the onus was seen to be reversed and placed on the student (Charbonneau, 2004).

Several other high profile cases regarding plagiarism have also been featured in the media. Most notably, the journalism world and the *New York Times* were rocked by the revelations about Jason Blair's extensively fabricated and plagiarized submissions (Bialik, 2004). In Alberta's parliament, the premier tabled a paper that was prepared and submitted to Athabasca University

as part of a course requirement. This paper was subsequently assessed by third parties and judged to contain long uncited or improperly cited passages. According to Turnitin.com spokesperson, John Barrie, 26% of the paper contained uncited Internet sources (D. Dawson, personal communication, May 17, 2004).

The issue of plagiarism in higher education is a very serious one because academic integrity is essential to the mission of the institution. The primary question the subcommittee has had to address is discerning the best approach(es) that would foster academic integrity in students and best serve the members of the U of M community. The selected approaches should also underscore the message that academic integrity is expected of all students and members of the academic community. It is clear that detection of plagiarism and any debate regarding the use of plagiarism detection software is only part of a larger issue about academic integrity and ethics.

Generally there is the perception that the availability of information via the Internet has led to a plague of cut and paste plagiarism. Much has been written about the apparent or assumed increase in plagiarism. However, it is difficult to ascertain if more students are plagiarizing, if students are plagiarizing more from Internet sources, or if there is simply a perception that plagiarism is easier in an electronic, digital environment.

It is well documented and readily observable that today's students are able to access an overwhelming amount of information due to advanced technology and availability of information. As well, many students enter university with enhanced or expert computer usage skills and a decreased reliance on traditional sources of information.

At the University of Manitoba, recent annual reports of the University Discipline Committee noted a trend to increased *cyber-plagiarism.* The reported instances of plagiarism at the U of M have increased from 11 cases in 1999-2000 to 47 cases in 2002-2003 (Annual Report of the University Discipline Committee, 2004). Over this same reporting period, the percentage of plagiarism cases related to the Internet has increased from 27% to 34%.

The recent online academic integrity survey revealed that 37% of the U of M students admitted to committing cut and paste plagiarism once or more than once. Thus, it is likely that not all cases of Internet plagiarism are detected, and of those that are detected, a portion may not be reported as directed by university policy. Faculty may not be reporting instances of plagiarism where the situation merits the issuing of remedial sanctions.

II. Research

This section contains the results of the investigation of the following issues related to plagiarism:

- increases in plagiarism
- has the Internet increased plagiarism?
- high-risk areas for plagiarism
- means to prevent plagiarism (i.e. educational programs)
- the use of software to detect plagiarism, costs, effectiveness and the like, and
- best practices regarding detection of plagiarism

Increase in Plagiarism

To more fully investigate a purported increase in plagiarism, several sources of information were examined, which provided general information as well as information specific to the U of M. Sources included internal and external research reports, as well as the University Discipline Committee annual reports.

The data and findings of the research surveys are discussed under the following headings:

- University Discipline Committee Reports
- The U of M Student Advocacy Research
- Canadian Consortium Online Research
- Summary of Dr. Donald McCabe's Research

University Discipline Committee Reports.

The September 1, 2002 to August 31, 2003 report of the University Discipline Committee (p. 93) contained the following information about the number of plagiarism cases within the total number of academic integrity issues:

1999-2000 12 of 69 cases (17% plagiarism)

2000-2001 25 of 60 cases (41% plagiarism)

2001-2002 37 of 103 cases (36% plagiarism)

2002-2003 47 of 167 cases (28% plagiarism)

The report summarized the following information regarding the number of plagiarism cases which were related to the Internet (p.71):

1999-2000 3 of 11 cases (27% Internet related)

2000-2001 9 of 14 cases (64% Internet related)

2001-2002 12 of 37 cases (32% Internet related)

2002-2003 16 of 47 cases (34% Internet related)

Thus, it appears that over the past four academic years, the U of M has processed an increased number of plagiarism cases, and this represents an increase in the proportion of all academic dishonesty cases. Of the total number of plagiarism cases, approximately 1/3 are currently related to the Internet, which also represents an increase since 1999-2000. The 2000-2001 report of 64% of cases related to various forms of Website and Internet plagiarism served as a warning to the U of M community.

U of M Student Advocacy Research.

The Student Advocacy office conducted an academic integrity survey of U of M students (fall 2000) and academic staff (fall 2001). The survey relied on the respondents to record self-reported behaviours and perceptions about various forms of cheating and plagiarism. The findings pertinent to this report were:

- 94% of the students reported that they would never download a paper and submit it as their own work
- 52% of the students reported the perception that plagiarism occurs often or very often
- 43% of faculty reported the perception that plagiarism occurs often or very often

Canadian Consortium Online Research.

The U of M participated in the 2002/2003 Canadian consortium research project which consisted of an online survey of students, faculty and teaching assistants regarding plagiarism and cheating. This web-based survey collected self-reported data.

The U of M and Canadian response rates were:

	Canadian Response rates	U of M Response Rates	U of M Response Rate (as %*)
first year students	1,269	248	5.9% (U1= 4190)
undergraduate students	13,644	425	2.5%
graduate students	1,318	66	2.3%
faculty	1,902	169	14.8%
teaching assistants	683	31	n/a

* IS Book 2002-2003 Selected Statistics, 29th Edition, published October 2003.

Regarding the frequency of plagiarism, 47% of U of M undergraduate students (40% for all Canadian respondents) and 47% of UM graduate students (45% for all Canadian respondents) reported that plagiarism occurs often or very often. Respondents were asked to report whether they had engaged once or more than once in different forms of plagiarism and the positive responses for all Canadian respondents were:

- Copying a few sentences without footnoting

  62% of first year students (reporting on high school experience)

  40% of undergraduate students

  29% of graduate students

- Copying from an Internet source without footnoting

  59% of first year students (reporting high school experience)

  36% of undergraduate students

  23% of graduate students

The findings regarding U of M academic staff and Canadian academic staff who observed conventional or Internet cut and paste plagiarism once or more than once were:

- Copying a few sentences without footnoting

  55% of faculty and 22% of teaching assistants (U of M)

  72% of faculty and 44% of teaching assistants (Canadian)

- Copying from an Internet Source without footnoting

  55% of faculty and 22% of teaching assistants (U of M)

  54% of faculty and 44% of teaching assistants (Canadian)

Summary of Dr. Donald McCabe's Research.

According to the statistics available from the various surveys conducted by Dr. D. McCabe (2004), it appears that written or conventional plagiarism has hovered around the 40% mark in the US 1999 and 2002/03 surveys. In the Canadian online surveys research project, 37% of the respondents reported resorting to this method on at least one occasion. The U of M data indicated that 42% of respondents reported using this conventional form of plagiarism on at least one occasion.

The figures for Internet cut and paste plagiarism showed a significant increase from 10% in McCabe's 1999 US study to 38% in the 2002-2003 US study. By comparison, the 2002-2003

Canadian survey elicited the response that 35% students had used Internet cut and paste plagiarism. The U of M rate was 37% for Internet cut and paste plagiarism.

For more extensive instances of copying source material, the data demonstrated decreases from 1999 to 2002-2003. US data revealed that written plagiarism decreased from 16% to 9% and Internet plagiarism, for example, paper mill purchase, decreased from 5% to 3%. The U of M online survey responses for these two categories were 9% and 3%, respectively.

Has the Internet contributed to an increase in Plagiarism?

A recent article by Hamlin and Ryan (2003), which appeared in *Syllabus* has investigated this question and concluded that "it is unclear as to whether the Internet has really changed the percentage of students who cheat." (¶ 3)

Scanlon and Neumann's (2002) research on Internet plagiarism reported more conventional plagiarism than online plagiarism and concluded that assumptions regarding an epidemic of Internet plagiarism were unfounded. However, the authors did point out that the extent of online plagiarism was still a concern.

The U of M data informs us that 37% students reported practicing Internet cut and paste plagiarism at least one time. As well, 55% of U of M faculty and 22% of U of M teaching assistants had observed copying from an Internet source without footnoting. However, this was identical to the observation data for more conventional plagiarism. The same data for the

Canadian cohort reports that a greater percentage of faculty have observed traditional plagiarism (72%) than Internet cut and paste plagiarism (54%).

The preceding information is inconclusive regarding the question of conventional plagiarism being replaced or augmented by Internet plagiarism. However, there is a sense at the U of M that instances of plagiarism may go undetected and that those that are detected are not always processed according to the Student Discipline By-Law and therefore may not be included in the University Discipline Committee annual report. While it may be difficult to point to the Internet for increases in the incidence of plagiarism, there is cause for concern when one examines the attitudes of students towards various forms of plagiarism and cheating.

High-risk areas for plagiarism

General.

A general observation about contemporary students' research habits is that students turn primarily to the Internet for faster and more efficient access to information. The issue of reliable and credible sources of information is becoming a concern not only for librarians and information literacy specialists but also for academic staff. The fact that each year a greater proportion of students turn with ease to the Web and these students may not have been taught, nor have learned, appropriate citation and referencing techniques is an important consideration. As well, the research suggests that some of these students may have a profoundly different approach to the notion of what needs to be referenced and what can be freely used. The illegal downloading of music, the concept of freeware, and free source code (e.g. Linux) are a few examples of how different perspectives about intellectual property have evolved in the Internet

age. It has been suggested by some authorities that there may be far more Internet plagiarism than the self-reported studies indicate "because many students - at both high-school and college levels - either don't understand or refuse to admit that copying from the Web is wrong" (Hansen, 2003, p. 780).

From the recent online survey involving 11 Canadian institutions, including the U of M, it is also obvious that first year students represent a group that requires particular attention. First year U of M students reported high incidences of various forms of plagiarism based on their high school experiences, for example, 62% reported copying a few sentences without footnoting and 59% reported copying from an Internet source without footnoting. This is somewhat higher than the Canadian data of 60% and 55% respectively. Of further concern is that only 22% of the U of M first year participants agreed that cheating was a serious problem. On a more optimistic note, McCabe (2004) reported that 68% of first year students expected less test cheating at university.

McCabe's (2004) study reported greater cheating in the following groups: males, students with lower GPA's, younger students, and members of a fraternity or sorority. Further, McCabe identified a new concern suggested by Canadian and U.S. data: an increasing number of students are starting to cheat earlier in university and college. This trend does not specify the type of cheating; however, McCabe has encouraged institutions to address, at an early stage, the importance of academic integrity.

A further concern is that students consistently estimate a much higher incidence of cheating and plagiarism in their peer group than the self-reported data. This disparity between perception and

self reports is discussed by Scanlon and Neumann (2002) and judged to be a potential contextual factor leading to more plagiarism. If students think there is more cheating occurring they might also choose to cheat.

Institutional Factors.

There are many institutional factors associated with an increase in cheating. The primary factor is the institution's approach to academic integrity. In many schools in the US, the approach is apparent with the adoption of honor codes or modified honor codes. Most Canadian public institutions do not rely on honour codes but depend on establishing a culture through other means which is in opposition to cheating. The institutional message, often contained in the calendar and/or syllabus, consists of a general caution against academic dishonesty, along with a discipline policy and process for violations of academic integrity. The problem arises within the academy when the message about academic integrity and its components are not clearly communicated to and discussed with students and when the institutional and societal culture appears to favour the outcome – grades – over the process of learning.

The Student Advocacy office academic integrity surveys yielded the following information about factors contributing to academic dishonesty:

- grade competition - rated by 72% of the students and 84% of faculty as high or very high
- pressure to get good grades - rated by 79% of the students and 89% of faculty as high or very high
- effectiveness of policies - rated by 61% of the students and 44% of faculty as high or very high

- chances of getting caught - rated by 50% of the students and 29% of faculty as high or very high

Other institutional factors which contribute to cheating are related to the type of connection the student makes with faculty and the practices of the academic staff. If students feel that faculty support of integrity policies is low, if students feel there is little chance of getting caught, and if penalties are seen as insignificant, cheating is more likely to occur (McCabe, 2004). The following anecdotal reports from U of M students corroborate other sources regarding the academic practices that contribute to students cheating:

- lack of strict exam invigilation
- professor with inadequate teaching skill
- lack of original assignments and/or tests
- assignments that serve no purpose or offer little learning value

It is also clear from the research and the U of M survey responses that students, particularly in the early stages of their academic career, may plagiarize due to lack of knowledge and skills regarding proper citation methods for traditional and electronic sources.

Disciplines.

According to the Canadian online research project, business, engineering, journalism and education students are most likely to cheat. In McCabe's (2004) research projects business majors, engineering students, physiotherapy and occupational therapy students reported higher

incidences of cheating. The competition for grades within these disciplines or for admission to academic programs may account, in part, for this pattern.

Course delivery methodology.

Carnevale (1999) concluded that the likelihood of a student cheating was not related to the method of course delivery, i.e. there was an approximately equal chance that a student would cheat in a traditional or an online course. Scanlon and Neumann's (2002) study of 698 undergraduates in nine institutions found that Internet plagiarism may not be as widespread as assumed and that conventional plagiarism is on the increase.

Heberling (2002) discussed the challenges of ensuring academic integrity in online education and concluded that, while equally challenging in a traditional class, online education has some built in advantages in detecting plagiarism and the use of term paper mills, for example, ongoing electronic samples of students' writing are collected throughout the term.

Cultural background.

Posner (2003), in his interesting argument that plagiarism may have some redeeming value, addressed the issue of culture:

> Individualism and a cult of originality go hand in hand. Each of us supposes that our contribution to society is unique rather than fungible and so deserves public recognition, which plagiarism clouds. This is a modern view. We should be aware that the high value placed on originality is a specific cultural, and even field-specific, phenomenon, rather than an aspect of the universal moral law.(¶13 &14)

Both the literature and the anecdotal experiences at the U of M have underscored the importance of recognizing that students from other cultures may have different approaches to the use of source material. Also, students from non western cultures, even at the graduate level, may have received far less instruction about citation methods than domestic students. Often these differences are compounded by second language difficulties.

Means to prevent plagiarism (i.e. educational programs)

The prevention of plagiarism has been approached in diverse ways and by different units in different institutions. It is apparent that students need to receive clear information and instruction about plagiarism and appropriate citation methods. For many colleges and universities, the recognition of this need has resulted in an institutional approach to the prevention of plagiarism. This may include specialized student orientations and workshops for all new students at both undergraduate and graduate levels. Traditionally, academic staff is also involved in expectations regarding academic integrity through in class commentary and instruction.

Beyond this, there are many examples of programs and projects which are aimed at the prevention of plagiarism, for example, promotional materials such as posters and brochures; featured articles and information in institutional publications; syllabus instructions; specialized in-class instructions and practice; mandatory student declarations accompanying submitted assignments; mandatory tutorials; inclusion of plagiarism modules in required courses (research ethics or research methods); research surveys; circulation of discipline reports; and 'academic integrity week' which typically incorporates a range of activities to focus the attention of the

university community on academic integrity. The web offers an attractive mode of augmenting some of these traditional approaches.

Plagiarism websites.

The availability of web resources to inform and educate students and staff was investigated by Angela Tittle, Research Associate, Educational Development of the Faculty of Medicine, U of M. The results of this research confirmed that many universities, including the University of Manitoba, have constructed websites to address the issues of plagiarism. A review of these plagiarism websites has revealed that most of the web pages fall into the following categories:

- Resource – websites that define plagiarism and provide links to other plagiarism prevention/detection sites
- *Instructional Text – websites that provide tips and strategies to prevent and detect* plagiarism
- Interactive Tutorials or Feedback Quiz – websites that supplement text explanations of plagiarism with interactive modules and self-tests that students can review, complete and obtain feedback concerning their knowledge about the topic
- Plagiarism Advisory/Writing Tutorial Office – websites belonging to offices whose sole or partial mandate is to provide support, education, and detection services concerning plagiarism

Please refer to Appendix 1 for more detailed information on these educational Websites.

Use of software to detect plagiarism, costs, effectiveness and the like

Should the University use software to detect plagiarism? If so, should the University centrally license a service or program or should it be left to individual faculties, departments, or faculty members to use these programs as needed?

Software.

There are two categories of detection software:

1. Software that is used to detect plagiarism in computer programming. MOSS (Measure of Software Similarity) is the leading application in this category.
   http://www.cs.berkely.edu/~aiken/moss.html
2. Software that is used to detect plagiarism in text documents.

Search engines can also be used effectively to detect plagiarism in text documents. The second category of software is the focus of the remainder of this report. Appendix 2 contains a list of plagiarism detection software with website contact information as compiled by Pearson (2003). Within the category of software used to detect plagiarism in text documents there are two types:

1. Web-based software located at the vendor's premises
2. Desktop applications

Effectiveness.

The effectiveness of any plagiarism detection service is based on whether the software can detect both plagiarism and collusion, and secondly, on the comprehensiveness of the sources of material against which any essay or paper can be checked.

It is important that any software checks not only html web pages but also other possible sources of plagiarism and collusion including:

- web material in alternative formats pdf, doc, ppt, etc.
- published materials (textbooks)
- online subscription journals
- bulletin board messages
- blogs and/or wikis

There are very few plagiarism detection software services and programs. Turnitin is by far the most comprehensive, detecting both copying and collusion. Turnitin almost always achieves the highest scores in comparative evaluations.

All plagiarism detection software has limitations. It will only **report** on instances of copying and collusion it finds. A decision still has to be made as to whether plagiarism or inappropriate collaboration occurred.

Evaluations.

The University of Luton's Computer Assisted Assessment Centre undertook a comprehensive evaluation of plagiarism detection software for the UK's Joint Information Systems Committee (JISC) (Bull, Collins, Coughlin & Sharp, 2001). The study had the following three objectives: "identifying the types of plagiarism academics reported encountering, secondly, the range of technical solutions available for detecting these types of plagiarism, and thirdly, reviewing the tools available from a technical and user perspective" (p.3).

The study (2001) focused on text-based plagiarism and collusion in written discursive assignments. Plagiarism was defined as "text documents copied from another source without acknowledgement" (p.3). Collusion was defined as "work copied from peers" (p.3). The study determined that one program that detected both copying and collusion was preferable. It did not evaluate plagiarism detection software for computer programming.

The technical and user perspective evaluations of five plagiarism detection programs were undertaken: Findsame, Eve2, Turnitin, CopyCatch and WordCHECK.

The user perspective evaluated the following functions: detection performance, clarity of reports, value for money per single user, and overall feel/friendliness. It assigned a five point star rating to each of these functions and then averaged the rating for each plagiarism detection program.

Similarly, the technical perspective was based on how the program was installed and delivered, and evaluated six technical characteristics: reliability, suitability for mass distribution, pricing per institution, stability of vendor, speed of response, and technical support. Due to the difficulty in performing "a true technical comparison between products" no overall technical rating was aggregated for each product (Bull et al., 2001, p.4).

The JISC project (Bull et al., 2001) used 11 essays from six disciplines (biology 1, literature 2, politics 1, computing 2, psychology 3, and management 2) for analysis. Three essays were obtained from paper mills, other essays contained material copied and pasted from the web and essays written in collusion with others.

The study found that Turnitin scored the highest from a user perspective and recommended to "further trial the effectiveness of Turnitin" (Bull et al., 2001, p.5). JISC purchased a license for the UK for Turnitin for two years beginning in September 2002.

The University of Hertfordshire (UH) evaluated the JISC detection service (Turnitin), a tool developed by UH (Ferret), and CopyCatch (Barrett, 2002/2003). The report, provided by Ruth Barrett via email, contains an appendix with an excellent comparative overview of the three plagiarism detectors. The appendix is reproduced in this report because it is thorough and includes eleven categories of comparison. (Appendix 3)

The UH report (Barrett 2002/2003) concluded that Turnitin was the best software for detecting potential web-based plagiarism in single documents and that Ferret was excellent for detecting plagiarism and inappropriate collaboration within a set of files. The CopyCatch software was not recommended. The legal concerns regarding student consent were also addressed and UH created a form for obtaining consent.

The JISC study (Bull et al., 2001) also found that the main sources of plagiarized material reported by academics was coming from textbooks and theses (74%) and material copied from the Internet (42%). "It was noted that no single service or software tools will detect all sources of plagiarized material encountered by academics" (Bull et al., 2001, p.5). Academics also reported that a change in terminology, writing style or sentence structure were key features that identified plagiarized material. No plagiarism detection software analyzed papers based on these criteria.

A second JISC study (Chester 2001), entitled *A Pilot of Free-text Electronic Plagiarism Detection Software*, (Introduction section, ¶ 2) examined "the social and cultural issues associated with the use of electronic detection". These issues were identified as:

- The impact of training both staff and students on plagiarism issues
- The impact on institutions' current plagiarism policies and procedures
- Interactions with student groups
- Possible cultural issues
- Possible appeal strategies
- Possible issues surrounding the isolated nature of distance learning

The pilot study (Chester, 2001) used Turnitin as the plagiarism detection software. Legal experts advised that written permission should be sought from all students whose work would be uploaded into the system. It was recommended that relevant information be provided to students in the university's registration process. Twenty-five departments in 5 universities agreed to participate in the pilot project. By the end of the six month pilot project period, seven departments had withdrawn from the project for the following reasons:

- No assignments set in period of pilot
- Students did not upload work
- Work submitted in an inappropriate format specific to the subject
- Students did not have the IT skills
- Students only submit hand-written work
- Expansion in student numbers and therefore unexpected increase in teaching commitments

- External factors meant the course was substantially amended so time could not be spared for additional commitments

Student reaction to the letter of consent and the software detection service was generally positive. Staff reaction to the project was generally positive. One lecturer "expressed concern that the project was an infringement of students' human rights" (Chester, 2001 Project Reactions-Staff, ¶ 1). Staff also noted that the IT skills of some students may be lacking.

Another evaluation study, undertaken by Satterwhite and Gerein (2001) at Colorado College, compared various search engines with software detection programs. Table 1 summarizes the effectiveness of the tools they examined.

Table 1 Effectiveness of Search Engines in Detecting Plagiarism

Search/Service	% Papers Found	N = 146
Altavista	36%	53
Metacrawler	44%	65
Google	52%	76
FindSame	24%	38
EVE	20%	30
How Original	20%	30
Paperbin	43%	63
TurnItIn	58%	85

Note: From "Downloading detectives: Search for online plagiarism" By R. Satterwhite and M. Gerein, 2001, slide 28, http://www.coloradocollege.edu/library/Course/Pres3_DownloadingDetectives2000.ppt#256,1, Downloading Detectives

Satterwhite and Gerein (2001) summarized their findings by indicating that Turnitin and Google were the top performers, that free papers were detected at a greater rate than papers that had been purchased, that false hits required careful checking, and that plagiarism from periodicals and e-books was not detected. The researchers noted, as did those in the JISC reports, that Turnitin itself cannot identify plagiarism; it simply provides a colour coded *originality report.* This originality report highlights text within an assignment that has been found at another source and provides links to that source. It does not make decisions about a piece of work or its author; it merely provides information that requires a judgement, by faculty, to be made about whether plagiarism has taken place.

Both of the JISC reports (Bull et al., 2001 and Chester 2001), the UH report (Barrett, 2002/2003) and the Colorado College study (Satterwhite & Gerein, 2001) rated Turnitin highly. Gillis and Rockwell-Kincanon's (2000) comparative summary of six plagiarism detection services also ranked Turnitin at the top. Their summary chart provides information on name/developers, URL, scope of search, demo, cost, method of use, and comments. Turnitin's most attractive feature is the extensive scope of search. That is, all previous student submissions and an estimated 800 million publicly-accessible websites formed the search database. At the time of Gillis and Rockwell-Kincanon's research, the Turnitin search could not access PDF files although it has now added this capability.

For the present report, Turnitin was contacted by email to determine the comprehensiveness of its database. The following list of database resources was compiled from an email response

received from C. Jones (Personal Communication, 2004), Turnitin Help Desk Associate/iParadigms, LLC:

- Internet content in HTML, Word, and PDF formats
- content from a considerable array of academic journals
- all published material contained in Proquest's ABI/Inform, full-text Periodical Abstracts, and Business Dateline
- tens of thousands of books from some of the largest digital libraries available
- can not enter password-protected websites.

The Turnitin representative was reluctant to provide a complete listing of materials within the database, however, would confirm whether a specific journal was in the database if requested.

More about Turnitin.

Turnitin is the most highly rated plagiarism detection software and is the most commonly used in the world. According to Jeffrey Lorton, Sales Manager of Western US Higher Education and International Sales, of iParadigms, the developers of Turnitin, clients include all UK universities and 30 Canadian universities (personal communication, March 5, 2004). Charbonneau (2004) reports this number to be 25.

Turnitin offers three methods of site licensing, the details of which have been provided below. This information was updated via an email from Jeffrey Lorton (personal communication, June 29, 2004). All prices are quoted in U.S. dollars and the quotes are valid for 90 days. With all licensing plans, there is increased cost effectiveness with greater use by faculty.

1. Plagiarism Prevention: Department Plan: Faculty use from one academic unit only
   - $950 annual (365 days) licensing fee
   - 50 active classes (at any one time)
   - Unlimited originality reports
   - Site license can only be used for classes within department
   - License can not be used for non-academic departments
   - Additional classes can be purchased in blocks of 50 for $950 (to be used during the original term of the license)

2. Plagiarism Prevention: Single campus institution license: (12 months)
   - $500 annual licensing fee + 60 cents per student ($1100 minimum)
   - Volume discounts available for institutions with over 10,000 students *
   -12.5% Volume discount based on 27,000 students
   - Unlimited classes/instructors
   - Unlimited originality reports
   - Campus administrator with department administrator options (2 levels)

Based UM enrollment of 27,000 students, the total cost would be: $14,675
* NOTE: Discounts do not apply to $500 license fee

3. Multi-campus institution license:
   - Multi-campus: $500 annual licensing fee per campus + 60 cents per student
   - Same license description as single campus license above

It is interesting to note the satisfaction level of various Canadian institutions with Turnitin. As reported by Charbonneau (2004), University spokespersons from Western, McGill, and Toronto spoke very favourably about the service and effectually dismissed any criticisms of the service. On the other hand, a spokesperson from the University of New Brunswick (St. John's campus) stated a reconsideration of their Turnitin license would occur due to the current state of legal challenges.

Legal concerns.

There appear to be several problematic issues related to the use of Turnitin. The first centers on the notion that students are required to submit their intellectual property to Turnitin and thus are deemed to be guilty until proven innocent of plagiarism. This complaint and other student concerns were reported by McGill student, Jesse Rosenfeld (Rosenfeld, 2003). While *innocent until proven guilty* employs a common judicial phrase, it does not hold up against other detection practices regularly employed by the university, for example, the invigilation of exams.

Of more importance is the issue of the student's intellectual property and copyright. If a student chooses (and is not required) to submit work to Turnitin, then consent is implied and according to Michael Geist, "there's likely no copyright issue" (Charbonneau, 2004, p. 19). This question of legality has arisen due to the fact that Turnitin retains all uploaded student work, hence the increasingly comprehensive database. Students and others find it problematic that Turnitin increases its business prowess by adding to its database while providing service to customers ("Turnitin.com, a Pedagogic Placebo for Plagiarism", 2001).

If a student chooses not to submit work to Turnitin, an alternative form of submitting work along with evidence of original scholarship such as research logs, hard copies of sources, or draft outlines of a paper would be required. At some institutions, another opt-out clause may mean that a student may drop a course which mandates use of Turnitin.

Another legal issue concerns the question of privacy. After the McGill case, Turnitin sought a legal opinion concerning Canadian copyright and privacy from the law firm Miller Thompson. According to Jeffrey Lorton (personal communication, March 5, 2004), Millar Thompson attorneys thoroughly researched the issues and found Turnitin to be compliant with Canadian copyright law and not contrary to Canadian privacy legislation.

In summary, the issues regarding Turnitin.com which have recently surfaced are:

- the question of obtaining expressed student consent to upload papers
- the questions concerning copyright and intellectual property as student papers are added to the Turnitin.com database
- the question concerning mandatory uploading of all student papers versus permitting 'opt-out' options
- the question concerning student privacy and
- the question about international transmission of material (paper is uploaded to a business in the USA)

Best practices regarding the detection of plagiarism

The two main approaches to plagiarism detection could be entitled *low technology* and *high technology.* The traditional detection scenario, the *low tech* type, is one wherein the professor or marker encounters a paper or assignment that appears to be, either in part or whole, not original. One recommended practice is to read assignments in one sitting. In cases of multiple markers there should be a standard template for marking which might be helpful in identifying collusion.

Graders should be aware of cues that may indicate plagiarism (Fain, 1999). Some of these cues are:

- Language usage more complex than usual or expected
- Paper does not quite fit the assigned topic
- Poor sentence and paragraph transitions
- Printed text is grey or shaded, not crisp
- Cited materials are not in library
- Web sites referenced are inactive

When speaking to the student about the suspicion of plagiarism, other cues may be:

- Student cannot summarize main points of paper or recall main source materials used
- Student cannot provide sources upon request (Fain, 1999)

The *high tech* detection methods involving Internet search engines and software have been described in detail above. It appears that Turnitin.com has been the choice of plagiarism

detection software for many institutions globally and in Canada. In Canada, satisfaction with the service is generally good although many institutions are still in the pilot or limited use phase.

If the UM considered licensing Turnitin on an institutional basis, the issues and legal concerns listed above would require further examination. It is essential that the issues related to student consent and an 'opt out' clause be resolved. Also, if there was a decision to use Turnitin on an institutional basis, a further preliminary requirement would be a thorough examination of associated intellectual property and copyright challenges and FIPPA concerns. For some preliminary observations from a U of M FIPPA officer please refer to Appendix 4.

III. Current Approaches

Currently the University of Manitoba addresses academic integrity in a variety of ways. All of these practices and projects require resources that are characteristically tied to individual units or units that have collaborated on a project.

1. The University of Manitoba Calendars for undergraduate and graduate students each contain a statement and information regarding academic integrity. The main heading of academic integrity is followed by two sub-headings: "Plagiarism and Cheating" and "Impersonation at Examinations". The 2004-2005 Undergraduate Calendar, section 7.1, "Plagiarism and Cheating" is contained in Appendix 5.

2. The R.O.A.S.S. policy (Responsibilities of Academic Staff with Regard to Students) stipulates that academic staff have several responsibilities with regards to informing students within the first week of classes, via the course outline or syllabus, about academic integrity. Section 4.2 states:

> *The academic staff member shall provide in writing to every member of the class information regarding academic integrity which shall include: a reference to statements on academic dishonesty including "plagiarism and cheating" and "examination personation" found in the Calendar; and, where appropriate, a reference to specific course requirements for individual work and group work. Students should be made aware that a group project adheres to the principles of academic integrity. Students should also be made aware of any specific instructions concerning study groups and individual assignments. The limits of collaboration on assignments should be defined as explicitly as possible.* (U of M Website, 2004).

Thus, all course outlines are required to contain a reference to plagiarism and cheating. Moreover, additional information and instructions regarding inappropriate collaboration is a requirement of the course outline.

3. Within some faculties and departments templates for course outlines contain explicit instructions to academic staff. Also, some faculties attach or append to course outlines additional information or statements regarding penalties for plagiarism or a warning regarding the right to pursue the detection of plagiarism through Internet detection sites.

4. For close to a decade, the Student Advocacy office has invested its resources and collaborated with multiple partners to launch a range of educational activities to prevent plagiarism. One primary example is the annual academic integrity week that has, since 1997, aimed to inform and educate the university community regarding academic integrity. Along with this project, the Student Advocacy office has provided leadership and/or staff resources and expertise with regards to virtually all the educational initiatives concerning plagiarism.

The Student Advocacy's role also extends to the discipline process and the individual cases wherein students are charged with plagiarism. This perspective permits staff to recognize and work with the environmental factors described in the second section of this paper. This also permits the student advocates to comment on the circumstances of each case, particularly addressing the deficiencies in students' understanding of the requirements of written academic discourse.

5. Educational activities for undergraduate students include:

   i. Workshops and orientations offered in the first two days of orientation for U1 students, particularly day 2 (University 1, Student Advocacy, and Learning Assistance Centre)

   ii. 99.111 course curriculum and design of assignments

   iii. Etools for Success includes mandatory sessions for 99.111 students on computer resources (ACN), information literacy (Libraries), and avoiding Internet plagiarism (Student Advocacy)

iv. Customized workshops for faculties, schools, departments e.g. annual sessions for new Agriculture Diploma students (Student Advocacy)

v. Students required to acknowledge assistance from tutors, members of study group, or project members

vi. Students required to submit declaration of original work (e.g. Computer Science department *Declaration of Honesty*)

vii. Remedial sessions as a result of a discipline matter (Student Advocacy and Learning Assistance Centre)

viii. Modeling of professors' approaches to academic integrity

ix. Graduation requirement that each student has successfully completed a course that fulfills the writing requirement ('W' designation).

6. Educational activities for graduate students include:

i. Thesis Writing Workshops (Faculty of Graduate Studies, Continuing Medical Education and Student Advocacy)

ii. Research methods courses (e.g. Computer Science)

iii. Remedial sessions as a result of a discipline matter (Student Advocacy and Learning Assistance Centre)

iv. Modeling of supervisor/advisor's approach to academic integrity.

7. Educational activities for ESL students include:

   i. Customized workshops for students in English Language Centre classes and specific faculties (Student Advocacy, English Language Centre e.g. Nursing and International M.B.A.)

   ii. Remedial sessions as a result of a discipline matter (Student Advocacy and Learning Assistance Centre)

   iii. Modeling of professors' approaches to academic integrity.

8. Educational activities for academic staff and teaching assistants include:

   i. Orientation sessions e.g. New Faculty Orientation, Teaching Assistants Workshops (Student Advocacy)

   ii. Customized workshops on academic integrity e.g. departmental or faculty workshops (Student Advocacy and UTS). Topics have included: the development of assignments that prevent or discourage plagiarism, and the UM discipline process

   iii. Specialized topics that incorporate use of the computer e.g. Detection of Plagiarism (Student Advocacy and UTS)

   iv. UTS Symposium on Academic Integrity.

9. Information has been provided to the University community through presentations and reports on student discipline matters and research projects e.g. Senate: Annual report of the University Discipline Committee and Student Advocacy Annual Report, Student Advocacy presentation to Dean's Council.

10. Research projects on academic integrity at the U of M have provided opportunities to collect data, interpret results for the university community, and engage in continued dialogue and discussions (Student Advocacy).

11. The Learning Assistance Centre provides programming for undergraduate and graduate students on academic writing. Skills workshops for groups and individual students are available at various points throughout the academic year. A pre-academic year transition course called University Bound is offered annually in August.

12. University Teaching Services maintains a host of orientations, seminars, workshops, as well as publications and resources that inform and support academic staff. The workshops are cited above and as a complement to academic integrity initiatives, the UTS newsletter has contained feature editions and tips for academic staff.

13. Resources and promotional material for example Student Advocacy handouts on electronic citation methods, traditional posters, table-toppers, bookmarks, pens, and booklets on academic integrity serve to promote academic integrity. The Student Advocacy office partnered with UTS in producing a resource manual regarding plagiarism and websites. This is available online through the UTS webpage. Other resource materials have been developed by UTS to assist academic staff regarding content of course syllabus, composition of evaluative components, construction of assignments, and creation of tests and exams.

14. U of M also provides electronic resources for example websites, an online quiz, and other online resources (Libraries and Student Advocacy). The proceedings of the February 6, 2004 UTS Academic Integrity Symposium are linked to the UTS homepage.

15. The Student Discipline By-Law, which is currently under revision, does recognize that there must be allowances for the potential differences between cases of intentional plagiarism and plagiarism as a result of deficient skills and knowledge about correct paraphrasing, citation methods.

IV. Recommendations

The members of the sub-committee agree that the education of students and staff in support of academic integrity should be the concerted aim of all members of the university community. Detection of plagiarism is seen to be an important matter in conjunction with educational activities and clear and consistent policies. Additionally, where detection has revealed an act of plagiarism, the sanctions according to the Student Discipline By-Law must be applied in a fair and equitable manner and be of such seriousness that they serve as a deterrent.

The policing of all students' assignments, for example through the use of a service such as Turnitin.com, as a routine preliminary part of the evaluative process has been determined to be not advisable for the U of M at this time.

The main reasons for this recommendation are:

- the educational approach should be emphasized
- the legal issues and concerns related to Turnitin cause continued uncertainty
- alternative electronic detection methods are available on an as needed basis

The use of a detection method to confirm or refute a suspected case of plagiarism is recognized as being an appropriate step for academic staff. This may include use of a web browser such as Google or other methods. If individual faculties or departments wish to purchase or license software such as Turnitin, they should be fully informed about the inherent challenges and issues.

The members of the sub-committee agreed that the university's resources should be marshaled to be more supportive of preventative measures. Although much has been accomplished at the U of M, there are areas in need of improvement. The sub-committee advises that the university should consider a financial investment in additional resources for education and prevention of plagiarism, as opposed to financing the cost of plagiarism detection software.

The support of education and prevention projects should include specific resource allocations for staff and programs aimed at improved and extended education regarding the prevention of plagiarism. This support should also be used to assist in the creation and publication of the U of M's institutional stance on academic integrity.

Recommendation 1

The sub-committee recommends that it is not advisable, at this time, to proceed with the acquisition of plagiarism-detecting software on an institution-wide basis. This matter should be reconsidered annually by the SCIE, in response to the University Discipline Committee's Annual Report.

Recommendation 2

The sub-committee recommends that the University of Manitoba should have a contemporary, clear, and compelling institutional statement on academic integrity. This statement would be used to set the tone for the university's approach to the gravity of academic integrity and its meaning in the educational process and on academic credentials. It is suggested that this statement be created by and issued by the President's office.

Recommendation 3

The sub-committee recommends that the practices related to the course outline references to cheating, plagiarism, and inappropriate collaboration be continued. Additionally it is recommended that academic staff be responsible for providing full explanations about plagiarism and citation requirements. Explanations and discussions about expectations for original and independent work should occur in class.

Recommendation 4

The sub-committee recommends that the university should consider a financial investment in additional resources for education and prevention of plagiarism, as opposed to financing the cost of plagiarism detection software.

- The support for academic writing should be evident to all members of the university community. An infusion of resources to the Learning Assistance Centre would assist with the ability to expand writing, particularly research writing, programming for groups of students and individual students at all campuses.
    - Under the LAC, one initiative which could assist with the prevention of plagiarism is the creation of a centralized tutor agency.
    - The LAC should work with each faculty to create orientations or curricular content to integrate the principles of research writing and citation skills.
- The projects under the auspices of University 1, Student Advocacy, and UTS require expansion and/or renewal. To accomplish this, additional resources are required, for example,
    - *Etools for Success*
    - *Academic Integrity Week*
    - UTS Workshops for academic staff, Certification in Higher Education Training (CHET) program, Teaching Assistants (TA) workshops, and planned Tutor Training
- New preventative approaches could include:
    - Mandatory academic integrity and plagiarism education for all U1 and new undergraduate students (see below)

- Mandatory academic integrity and plagiarism education for all students entering graduate studies (see below)
- Providing educational sessions via online academic integrity tutorials
- At some time in their program, some students may require additional information about avoiding plagiarism, and this provision of information may be more effective if it is provided at several points of contact and in several formats, e.g. admissions material, pre-requisite research methods courses, and workshops.

Recommendation 5

If individual faculties, schools or departments are considering the purchase or license software such as Turnitin, they should become fully informed about the inherent challenges and issues. If a unit intends to purchase or license software, notification to the Chair of the SCIE should be made in advance of the purchase. The purpose of this notification is to facilitate a discussion regarding methods of evaluating the use of the software.

Recommendation 6

The University of Manitoba's website is a resource category website and is adequate but there is room for improvement. All the information is external to the website and only the most patient of students or faculty, enthusiastic about finding plagiarism information, will take the time to navigate the other websites.

Recommendations:

- The Interactive Tutorial or Feedback Quiz web pages have the potential to have the most impact on the user. It is recommended that the U of M adopt a procedure

similar the Dalhousie University website and make University of Manitoba plagiarism workshops/presentations available online.

- Self-tests are an excellent way of providing feedback to the user, especially if they provide certificates of completion. It is recommended that the U of M integrate a self-test into the University of Manitoba website. If the resources are not available to do so, then provide and highlight a link to other websites to use their self-test for example, the Indiana University Bloomington, School of Education website.

- If the university or a faculty/school decides to subscribe to plagiarism software like Turnitin, follow the example of the University of Western Ontario website and offer information on how faculty can use the software and inform students that the software is in use. Information should also be provided regarding common concerns about the software and provisions for alternate options.

Recommendation 7

The Student Discipline By-law should incorporate references to restorative sanctions such as online instructional modules and remedial work.

References

Alphonso, C. (2004, January 16). Student rebel beats McGill in essay fight. *The Globe and Mail,* p. A1.

Annual Report of the University Discipline Committee. (2004, February 3). Senate Meeting, 70-101.

Bedford StMartins.com/technotes. *Turnitin.com, a Pedagogic Placebo for Plagiarism. Technology and Teaching.* Retrieved June 30, 2003 from http://www.bedfordstmartins.com/technotes/techtiparchive/ttip060501.htm

Bialik, C. (2004, April10). They're trying to catch the copycats. *Financial Post*, FP5.

Bull, J., Collins, C., Coughlin, E. & Sharp, D. (2001, September). *Technical Review of Plagiarism Detection Software Report.* Joint Information Systems Committee. Retrieved March 18, 2004 from http://online.northumbria.ac.uk/faculties/art/information_studies/Imri/Jiscpas/docs/jisc/luton.pdf

Carnevale, D. (1999, November 12). How to Proctor From a Distance. *The Chronicle of Higher Education, 46*(12). Retrieved March 24, 2004 from http://chronicle.com/prm/weekly/v46/i12/12a04701.htm

Charbonneau, L., (2004, April). The Cheat Checker. *University Affairs, April.* 16-20.

Chester, G. (August 2001). *A Pilot of Free-text Electronic Plagiarism Detection Software.* Commissioned by JISC. Retrieved March 24, 2004 from http://online.northumbria.ac.uk/faculties/art/information_studies/Imri/Jiscpas/site/pubs_detect_pilot.asp

Fain, M. (1999, March 5). *Cheating 101: Paper Mills and You-- Detecting Plagiarized Papers Teaching Effectiveness Seminar Homepage.* Retrieved March 31, 2000 from Coastal Carolina University, Kimbel Library Web site: http://www.coastal.edu/library/plaguarz.html

Gillis, T. & Rockwell-Kincanon, J. (2000, 22 March). *Comparison of Plagiarism Detection Services.* From Download your Workload to the Evil House of Cheat: Cybercheating, Plagiarism, and Intellectual Property Theft. Online Northwest 2000. Retrieved August 12, 2003 from http://www.wou.edu/provost/library/staff/kincanon/plagiarism/chart.htm

Hamlin, L.S. & Ryan, W.T. (2003, May 1). Probing for Plagiarism in the Virtual Classroom. Original article appeared in *Syllabus* http://www.syllabus.com/article.asp?id=7627 Subsequently that article was updated and reposted. Retrieved November 14, 2003 from http://chronicle.com/daily/2003/05/2003052801t.htm

Hansen, B. (2003). Combating Plagiarism, *Congressional Quarterly Researcher, 13*(32), 773-796.

Heberling, M. (2002, Spring). Maintaining Academic integrity in Online Education. *OnLine Journal of Distance Learning Administration. 5*(1), Retrieved March 24, 2004 from http://www.westga.edu/~distance/ojdla/springs51/heberling51.html

Mc Cabe, D. (2004, February 6). *Academic Integrity: The State of Affairs.* Paper presented at the 2004 University Teaching Services Academic Integrity Symposium, Winnipeg, Manitoba. Retrieved April 2004 from: http://www.umanitoba.ca/UTS/resources/pdf/manitoba1.pdf

Pearson, G. (2003). *Electronic Plagiarism Seminar.* Retrieved August 6, 2003 from Le Moyne College, Noreen Reale Faclone Website: http://www.lemoyne.edu/library/plagiarism.htm

Posner, R. A. (2003). *The Truth About Plagiarism: It's usually a minor offense and can have social value.* Retrieved August 6, 2003 from The University of Chicago Law School, In the News Web site: http://www.law.uchicago.edu/news/posner-r-plagiarism.html

Rosenfeld, J. (2003, September 8). Students turned off by Turnitin. *The McGill Daily.* Retrieved October 21, 2003 from the McGill Daily Web site: http://www.mcgilldaily.com/view.php?aid=1582

Satterwhite, R., & Gerein, M. (2001). *Downloading Detectives: Searching for Online Plagiarism.* Presentation made at ACRL March 2001. Retrieved from Colorado College, Tutt University Web site: http://www.coloradocollege.edu/Library/Course/webplag2a.html

Scanlon, P. R. & Neumann, D. R. (2002). Internet Plagiarism Among College Students. *Journal of College Student Development, May/June, 43*(3), 374-385.

Appendices

Appendix 1 Educational Websites to Prevent Plagiarism

Appendix 2 Plagiarism Detection Sites and Software

Appendix 3 Comparison of three Plagiarism Detectors

Appendix 4 Information provided by Sharon McCullough of the U of M's FIPPA/PHIA Coordinator's Office

Appendix 5 U of M General Academic Regulations and Requirements

Appendix 1

Educational Websites to Prevent Plagiarism

Plagiarism website search methods:

- Searched MSN, Google or university search engines with the words "plagiarism" or "plagiarism detection"
- Followed links on plagiarism sites to other sites

Plagiarism is a growing concern for all universities or academic communities now that the Internet provides unlimited sources for students to plagiarize. Many universities, including the University of Manitoba, have constructed websites to address the issues of plagiarism. A review of these plagiarism websites has revealed that most of the web pages fall into the following categories:

- Resource– websites that define plagiarism and provide links to other plagiarism prevention/detection sites
- Instructional Text– websites that provide tips and strategies to prevent and detect plagiarism
- Interactive Tutorials or Feedback Quiz– websites that supplement text explanations of plagiarism with interactive modules and self-tests that student can review, complete, and obtain feedback from concerning their knowledge about the topic.
- Plagiarism Advisory/Writing Tutorial Office– websites belonging to offices whose sole or partial mandate is to provide support, education, and detection services concerning plagiarism

Resource Web Pages

The content of these web pages consists of the university's definition of plagiarism followed by categorized links to direct the reader to other plagiarism websites. For example, one of the two University of Manitoba websites on plagiarism falls into this category. It contains a direct quote from the university calendar's definition of plagiarism under the category "Plagiarism and Cheating" and then classifies links to other plagiarism websites under the subheadings "Plagiarism Sources" and "Plagiarism Detection".

Examples of resource web pages and the categories used to organize the information.

Institutional Web Pages	**Categories**
University of British Columbia Libraries, University of British Columbia	Plagiarism Resources (2003) • Intellectual Property/Ownership • Information Literacy • Faculty Systems for Online Scholarship • Scholarly Communications Resources
Florida International University Libraries, Florida International University	Information and Prevention (Brenenson, 2002) • Sites for Faculty/Sites for Students • Plagiarism Detection Services • Selected Electronic Articles
College of Arts & Science: Ohio, Ohio University	Plagiarism Information ESL (2002) • Avoiding Plagiarism...tutorials • In the News • Policy Statements and Rules on Plagiarism

Instructional Text Web Pages

Most websites fall into this category. These websites are distinguishable from resource websites in that they provide more information in the form of examples, strategies, and tips. The reader is able to obtain all the pertinent information from the same web page without having to follow links to external sites. There are faculty, student, and combined instructional text web pages.

Student Websites

The content of instructional text web pages targeted at students commonly comprise of plagiarism definitions written in simpler terms with examples of different ways that students plagiarize. The shorter one to two page websites consist of five or six paragraphs of helpful tips for students. The Education World website entitled "Student Guide to Avoiding Plagiarism" (2002) encourages students to "consider using different coloured ink" to "distinguish between material that is quoted, material that is paraphrased, material that is summarized, and your own words and ideas" (Note Taking section, ¶ 2). The University of Manitoba Libraries website (2003) advises students to "check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words" (How to Avoid Plagiarism section, ¶ 3).

The longer instructional web pages also provide examples of correctly and incorrectly cited material. The authors of these websites take the reader through examples of outright copying, incorrect use of quotation marks, and incorrect paraphrasing, explaining at each step why that method was inappropriate. The websites at the University of Ottawa, Faculties of Arts and Social Science (2002) and the University of Indiana- Bloomington, Writing Tutorial Services website (1998) give the reader an example of an original citation and then provide examples of

unacceptable and acceptable citations or paraphrasing followed by an explanation of why the example is acceptable or not. Hexham (1999), University of Calgary and Baca and McPhee (1999), University of British Columbia organize their material into *original, plagiarism* or *plagiarized version* and *correct usage* or *acceptable version* respectively.

Faculty Websites

Text websites designed for faculty routinely consist of one to six pages of strategies to reduce plagiarism by students. The following are common strategies found in the faculty websites of the McGill University, Academic Integrity (2003), University of Wisconsin-Platteville, Library (2003) and the University of Melbourne (2002).

- "Talk to students about plagiarism" (Wisconsin-Platteville, 2003, Dissuading Plagiarism section, ¶ 1; University of Melbourne, 2002, ¶ 7; & McGill University, 2003, Prevention of Plagiarism on Term Papers section,¶ 2)
- Define plagiarism and give examples of different levels of plagiarism
- "Let students know instructors are aware of paper mill websites" (University of Melbourne, 2002, ¶2)
- "Explain to students that instructors have experience in detecting plagiarism" (University of Wisconsin-Platteville, 2003, Dissuading Plagiarism section,¶ 4)
- Discuss the penalties for plagiarism and give examples of former students who have been caught and penalized
- Give assignments that are specific to the subject, current, linked to the objectives, and well defined

- Get students to sign an honesty pledge (McGill University, 2003, Preventing Plagiarism on Term Papers section, ¶ 6) or cover-letter stating that they understand plagiarism and are submitting original work (University of Melbourne, 2002,¶ 14)
- For the instructors, what to do when they catch a student cheating

The University of Western Ontario, Educational Development website (n.d.) provides links to two PowerPoint presentations given at the university. "But I Didn't Know It Was Cheating! Student & Faculty Views on Academic Dishonesty" provides a summary of its review of plagiarism. The University of Western Ontario subscribes to the Turnitin software, and the link titled "Presentation on Utilizing Plagiarism Checking Software" describes a review of the software.

The University of Alberta Libraries website (2002) requires separate mention. Several plagiarism websites contain a link to the University of Alberta web page. The site contains a wide variety of information for both faculty and students. "Why Students Plagiarize", "Preventing Plagiarism", "Detecting Plagiarism" and "Reporting Plagiarism" are some of the links provided under the faculty portion of the website. Listed under "Handouts & Online Resources" in the site's student section, students can obtain information on "Research and Writing Tips", "Proper Paraphrasing", "Common Knowledge and Quotations", and "Evaluating Internet Sources".

Interactive Tutorial or Feedback Quiz Web pages

Websites in this category have used technology in unique and creative ways to take their sites beyond text documents towards interactive multimedia experiences. These websites provide the variety of examples of correctly and incorrectly cited material like the instructional text websites, but they also allow students to obtain feedback through quizzes to test their level of knowledge about plagiarism either before of after reading the website. The University of Toronto, Engineering Communication Centre website (2002) has two multiple choice tests one called "Plagiarism Self-Test" and "Why Document" that allow the students to choose whether the given example is plagiarized or properly cited, followed by feedback on the choice. The University of Massachusetts Boston, Healy Library website (2001) entitled "Module 6: Citations and Plagiarism" uses cartoons and bullet formatted text to take the student through a tutorial on plagiarism. The module ends with a 6 question multiple choice exam on the information covered, gives instant results of the test, and lets the browser print out a certificate of completion.

Several of the reviewed plagiarism websites contain links to the Indiana University Bloomington, School of Education website (2002). The website begins with a pretest to allow browsers to assess their current knowledge of the subject. The site instructs students how to cite sources and then gives examples of plagiarism. The website provides feedback to the student/browser in two ways. "Practicing with feedback" presents items that have an original source above two examples of citing and the browser must choose which is plagiarism (followed by an explanation of why the choice was correct or incorrect). The second feedback method under the link "Test" gives the example of an original source beside a "student version" and asks the browser to choose whether the student version is "word-for-word plagiarism, paraphrasing

plagiarism or ... not plagiarism". Upon completion of the test, students can also print out a certificate to be included in their student file.

The Dalhousie University Libraries faculty website (2003) maintained by Fran Nawakowski is one of the better Canadian university plagiarism sites. The library staff at Dalhousie has extended the usefulness of a plagiarism workshop "But I Changed Some of the Words", (presented by Gwendolyn MacNairn and Fran Nawakowski on December 11, 2001) by making the entire set of sessions available on the web. The innovation that sets this offering apart is that the staff has used Real Audio software to allow the browser to "experience" the presentation. With one click, faculty or other browsers can listen to the whole PowerPoint presentation as it auto-advances in time with the audio. This way browsers hear the additional information of a live broadcast that would be lost if they were merely reading the slides. The faculty website offers six different presentations including why students cheat, demonstrations of how students find papers from the web, and how to detect and prevent plagiarism in the classroom. There is also an option to view the PowerPoint slides without the audio. The Dalhousie University Libraries student website (2003) is also a multimedia website. The site offers eight modules on general writing strategies. Module 7 entitled, "Researching Ethically" covers plagiarism. To get to the module the browser will need to register and enter the site via a guest login. The module uses audio accompanied presentations, review tests, stories with pictures as well as pretests and quizzes to instruct the student. The login option allows students or other users to track their progress.

The commercial website, Glatt Plagiarism Services (www.plagiarism.com) is one of the most prominent retailers of plagiarism detection software next to Turnitin. The software is based on the theory that a person would "know and can remember [their] own writing style far more accurately than anyone else[s]" (Glatt Plagiarism Screening Program (GPS): An In-Depth Look, n.d.,¶ 3). Besides the advertisement of a plagiarism prevention tutorial CD (Glatt Plagiarism Teaching Program) and plagiarism detection software (Glatt Plagiarism Screening Program), the site also offers a free plagiarism self-detection option called "Glatt Plagiarism Self-Detection or GPSD". At the GPSD website (n.d.) the browser is instructed to cut and paste a 100-word section of recently written text into a text box and the site proceeds to replace every fifth word with a blank space. The browser is asked to remember and re-enter the missing words and upon completion receives a "Plagiarism Probability Score" based on the "number of correct responses, the amount of time intervening, and various other factors" (Glatt Plagiarism Screening Program (GPS): An In-Depth Look, n.d.,¶ 4). The website offers a quick and easy method to detect "inadvertently plagiarized" text, although the site does caution that the commercial Glatt Plagiarism Screening software is a more sensitive and reliable detection tool (GPSD Self-Detection Test Instruction, n.d., Disclaimer section, ¶ 1 & 2).

Plagiarism Advisory or Writing Tutorial Office Web Pages

Purdue University and Northumbria University (UK) are fortunate enough to have offices that support educational services for writing in general. Purdue University has a Writing Lab which offers and Online Writing Lab or OWL website (2003). As part of its service for general writing needs, grammar questions, professional writing, and services to English as a second language students, they also provide a diverse amount of material on plagiarism. From its main website under the subheading "Handouts and Materials", browsers can select "Research and Documenting Sources" and find information on plagiarism and how to quote, paraphrase, and summarize.

The JISC Plagiarism Advisory Service Office in Northumbria University is an office with the sole responsibility of providing support for plagiarism education and detection. The sixteen UK post-secondary institutions contribute funds to the Joint Information Systems Committee (JISC) whose mandate is to support the use of "information and communication technology" in higher education (JISC website, 2003, ¶ 1). The JISC Plagiarism Advisory Service website (2002) contains sections like "Advice and Guidance", "Educational Material", Detection Service" and "Events" to support the university's efforts to combat plagiarism.

Works Cited in Appendix 1

Resource Web pages

Instructor Resources. (n.d.). Retrieved August 11, 2003 from University of Manitoba, Information Services and Technology Website: http://www.umanitoba.ca/campus/ist/classroom_and_media_services/webct/designers/cheating.shtml

Plagiarism Resource Centre: For Faculty. (2003). Retrieved September 5, 2003 from University of British Columbia, University of British Columbia Libraries website: http://www.library.ubc.ca/home/plagiarism/for-faculty.html

Brenenson, S. (2002). *Plagiarism: Prevention and Detection.* Retrieved July 23, 2003 From Florida International University, Florida International University Libraries website: http://www.fiu.edu/~library/assistance/plagiarism.html

Avoiding Plagiarism. (2002). Retrieved August, 11, 2003 from Ohio University, College of Arts & Science: Ohio ESL website: http://www.ohiou.edu/esl/help/plagiarism.html

Instructional Text Web pages

Student Websites.

Student Guide to Avoiding Plagiarism. (2002). Retrieved July 23, 2003 from Education World, The Educators Best Friend: Teaching Resources website: http://www.education-world.com/a_curr/TM/curr390_guide.shtml

Avoiding Plagiarism. (2003). Retrieved August 12, 2003 from University of Manitoba, University of Manitoba Libraries website: http://www.umanitoba.ca/libraries/use_it/plagiarism.shtml

Beware of Plagiarism. (2002). Retrieved July 23, 2003 from University of Ottawa, Faculty of Arts and Faculty of Social Science website: www.uottawa.ca/plagiarism.pdf

Plagiarism: What is It and How to Recognize and Avoid It. (1998). Retrieved August 11, 2003 from University of Indiana-Bloomington, Writing Tutorial Services website: http://www.indiana.edu/~wts/wts/plagiarism.html

Hexham, I. (1999). *The Plague of Plagiarism.* Retrieved August 11, 2003 from University of Calgary, Department of Religious Studies website: http://www.ucalgary.ca/~nurelweb/academic/plag.html

Baca, P. & McPhee, A. (1999). *Plagiarism Avoided: Taking Responsibility for Your Work.* Retrieved July 23, 2003 from University of British Columbia, Faculty of Arts website: http://www.arts.ubc.ca/doa/plagiarism.htm#anchor52978 based on the publication Gordon, C., Simmons, P., & Wynn., G. (n.d.).

Plagiarism: What it is and How to Avoid it. (n.d.) University of British Columbia, Dept. of Zoology website: http://www.zoology.ubc.ca/bpg/plagiarism.htm

Faculty Websites.

Cheating and Plagiarism: Information and Western Guidelines. (n.d.). Retrieved August 11, 2003 from University of Western Ontario, Educational Development Office website: http://www.uwo.ca/edo/westernontario2.htm

Dawson, D. & Zimmerman, W. (presented January 31, 2003). *Presentation on Utilizing Plagiarism Checking Software.* The University of Western Ontario, Educational Development website: http://www.uwo.ca/edo/plagiarism_fall2001PIT_files/frame.htm

Academic Integrity at McGill: Strategies to Reduce Cheating and Plagiarism. (2003). Retrieved August 11, 2003, from McGill University website: http://www.mcgill.ca/integrity/strategies/

Plagiarism Prevention Reference Resource. (2003). Retrieved July 23, 2003 from University of Wisconsin-Platteville, University of Wisconsin-Platteville Library website: http://www.uwplatt.edu/~library/reference/plagiarism.htmlx

Strategies to Reduce Opportunities for Cheating. (2002). Retrieved August 11, 2003 from University of Melbourne, Academic Services website: http://www.services.unimelb.edu.au/plagiarism/prevention.html

Guide to Plagiarism and Cyber-Plagiarism. (2002). Retrieved July 23, 2003 from University of Alberta, University of Alberta Libraries website: http://www.library.ualberta.ca/guides/plagiarism/index.cfm

Interactive or Feedback Web pages

Information Literacy Tutorial Module 6: Citations and Plagiarism. (2001). Retrieved August 11, 2003 from University of Massachusetts Boston, Healy Library website: http://www.lib.umb.edu/webtutorial/module6/Module6-0.html

Interactive Tutorials: Plagiarism Self-Test. (2002). Retrieved July 23, 2003 from University of Toronto, Engineering Communication Centre website: http://www.ecf.utoronto.ca/%7Ewriting/interactive-plagiarismtest.html

MacNairn G., & Nawakowski, F. (2001). *"But I Changed Some of the Words!", Faculty Resources - Plagiarism and Intellectual Honesty.* (2003). Retrieved September 10, 2003 from Dalhousie University, Dalhousie University Libraries website: http://plagiarism.dal.ca/faculty/plagiartalk/Index.html

Nawakowski, F. (2003). *Student Resources - Plagiarism and Intellectual Honesty: Information Literacy Tutorials.* Retrieved September 10, 2003 from Dalhousie University, Dalhousie University Libraries website: http://plagiarism.dal.ca/student/index.html

Frick, T. (2002). *Understanding Plagiarism.* Retrieved August 11, 2003 from Indiana University Bloomington, School of Education website: http://education.indiana.edu/~frick/plagiarism/

Glatt Plagiarism Screening Program (GPS): An In-Depth Look. (n.d.). Retrieved March 18, 2003 from the Glatt Plagiarism Services website: http://www.plagiarism.com/screen.id.htm

Glatt Plagiarism Self-Detection Program (GPSD) Self-Detection Instructions. (n.d.). Retrieved September 23, 2003 from the Glatt Plagiarism Self-Detection Program website: http://www.plagiarism.com/self.detect.htm

Plagiarism Advisory or Writing Tutorial Office Web pages

Research and Documenting Sources. (2003). Retrieved September 18, 2003 from Purdue University Online Writing Lab website: http://owl.english.purdue.edu/handouts/research/index.html

Welcome to the JISC Plagiarism Advisory Service. (2003). Retrieved July 23, 2003 from the Northumbria University, JISC Plagiarism Advisory Service website: http://online.unn.ac.uk/faculties/art/information_studies/Imri/JISCPAS/site/jiscpas.asp

JISC: The Joint Information Systems Committee. (2003). Retrieved August 11, 2003 from the JISC website: http://www.jisc.ac.uk/

Appendix 2

Plagiarism Detection Sites and Software

This appendix reproduces the seminar authored by Gretchen Pearson (2003).

Pearson, Gretchen. Electronic Plagiarism Seminar. Retrieved August 6, 2003 from http://www.lemoyne.edu/library/plagiarism.htm

Most of these services charge a fee, either for a subscription or per paper, and sometimes both. For more information, such as how the site works, please click on the link. The author welcomes any additional sites. Some of the services offer a free trial.

Turnitin, formerly Plagiarism.org, http://www.plagiarism.org/ Pricing based on type of school and number of students. Also available for individual and departmental subscription. According to Satterwhite and Gerein, Turnitin has the highest rate of detection among subscription software. Free trial available.

MOSS (Measure of Software Similarity) http://www.cs.berkeley.edu/~aiken/moss.html: in use since 1994, and used primarily to detect plagiarism in computer programming. http://www.coe.berkeley.edu/EPA/EngNews/98S/EN1S/aiken.html An article by Robert Sanders that explains MOSS. (This article was not available as of 3/7/03, but can be found as a cache file in Google, so I leave it here.) Another article by Sanders on MOSS can be found at http://www.berkeley.edu/news/media/releases/97legacy/11_19_97b.html.

Glatt Plagiarism Screening http://plagiarism.com/ An interactive program that uses the student's own writing style, and is based on the cloze procedure. This software is especially useful for detecting plagiarism when the source is another student, a purchased paper, or a book. Offers computer software to teach students to avoid plagiarism. Also provides students with the opportunity to self-test for plagiarism.

WordCHECK KeyWORD Software http://www.wordchecksystems.com/ Requires the user to create archives of sources to be checked against? Software purchased ($195) and mounted on your own computer.

Essay Verification Engine (EVE2) http://www.canexus.com/eve/index.shtml . Purchased software which compares the essay to "anything" on the WWW. $19.99 one-time fee, per person, with free updates of EVE2, and discounts for new upgrades. Free 15-day trial.

CopyCatch Gold (and its multilingual version Multiconcord). http://www.copycatch.freeserve.co.uk/ Based in the United Kingdom, it costs 250 pounds per year to use.

Gotcha!, from 4PointGroup.com, is downloadable to your own computer. One month free trial, $9.95 per month. Eventually plans to offer the service for documents in Spanish and German.

Claims to search paper mill sites, but does not indicate how or which ones. On their comparison page, there is inaccurate information, so be careful.

PlagiServe WARNING: PLEASE READ: the author of this web site has been informed that PlagiServe and EduTie are owned by the same company and individuals (Cyber Breeze Networks) who also run a number of paper mills (EssayMill, MightyStudents, EssaysOnFile). They have also been accused of plagiarizing on their web site from another company's web site documents. Their claims also border on the fantastic. I would be happy to share what information I have on this company, and will continue to investigate it. In the meantime, you may also wish to note that Dr. Lou Bloomfield (see next entry) has been in contact with the creators of EduTie and PlagiServe, and continues to support them. See also the Young article in the Chronicle of Higher Education, below. Free.

EduTie: see PlagiServe above.

Plagiarism Resource Center at the University of Virginia. Free software developed by Dr. Lou Bloomfield (as a result of uncovering the ongoing plagiarism in his class). Note his concerns about PlagiServe and EduTie.

FindSame.com from Digital Integrity no longer appears to be available, at least not for free. PaperBin.com from **IntegriGuard** has been unavailable for some time.

An Alternative? ePortfolios are another piece of software that can be used to deter and detect plagiarism. Although not specifically designed to detect instances of plagiarism or collusion, ePorfolios can be used to record a student's writing history and development. The University of Minnesota has developed an open source ePortfolio application. Information is available at: http://www.theospi.org

A description of the University of Minnesota application is available at: http://www.educause.edu/ir/library/pdf/eqm0324.pdf

Appendix 3

From Barrett, Ruth, et al. Plagiarism Detection, Learning and Teaching Committee Development Fund 2002/2003, University of Hertfordshire, provided by email to Lynn Smith, March 29, 2004.

Appendix: Comparison of three Plagiarism Detectors

	Turnitin	Ferret	CopyCatch
Brief description of software	Commercial software, JISC sponsored until Sept 2004. Browser-based. Texts to be analysed are sent to remote location. Lecturer must register on Turnitin database http://www.submit.ac.uk/ and fill out a data-protection act form, available from D.Piper@herts.ac.uk	UH developed, PC based. Easy to install on lecturer's PC and use locally. Available at http://homepages.feis.herts.ac.uk/~comqrb1/ferret.zip	Free minimal version of commercial software. PC based. Easy to install, but user must also install Java. Can be obtained from D.Piper@herts.ac.uk.
Overview of detection process	Compares files submitted to the Turnitin database with web sources and with other files in the database. These may be files submitted from other universities. Accepts files in .doc, .txt, .rtf, .pdf and .odb format	Compares all files in a folder on user's PC with every other file in the folder. Documents from the web can be included in the folder. Accepts files in .doc, .txt, .rtf, (.pdf format shortly)	Asks user to select files for comparison and compares each file with every other file. Accepts files in .txt, .rtf format, .doc.
Detection of Plagiarism against web sources?	Yes. Compares with very large database of web material. Produces an "originality report" for each file. Web sources identified and displayed within the tool. However, can be too sensitive because single sentences, often irrelevant, are picked up.	Yes, to a limited extent using software not yet incorporated into the main software. This requires user to enter keywords, and the web documents found (50-100) are automatically added to folder of students' files.	No, but documents from web could be incorporated into the selection of files that are to be compared.
Detection of Plagiarism / Collusion within a set of texts?	Yes. The originality report for each file identifies passages in other submitted files. Other users can be emailed for a copy of the file identified as suspicious. However, multiple file submissions are prohibitively slow. JISC is addressing this.	Yes. Gives a good indication of pockets of collusion within a set of files.	Partly. Detects gross plagiarism/collusion, but not all examples. Uses an idiosyncratic similarity measure, which produces some unreliable results.
Accuracy	Identified both plagiarism from the web and within the set of files in our experimental data. Reports from JISC and others are favourable. False positives can be picked up, i.e matching but irrelevant 8-word phrases.	Threshold above which resemblance is suspicious is fixed empirically. Results can be checked by inspection, and seem sound. All matching passages are identified, so false positives may occur, e.g if students have same table of contents.	Threshold above which copying is suspected is set by user. Does not identify all plagiarism/collusion in a set of texts. Can be fooled with false positives and false negatives.

Ease of interpreting results to identify which files should be investigated.	Good. The originality reports are colour coded on severity. Each report gives a set of percentages, each indicating the "percentage similarity" to another identified document, but what this metric is actually measuring is not defined. Appears to be the percentage of words in a file.	Good. File-pairs can be ranked by the resemblance measure, or by the number of matching 3-word phrases, or by file name. Sorting by file name can identify groups of collusion.	Apart from the ranking produced it isn't easy to interpret the results. Gives the percentage of words ahared once and words shared more than once. Separates out content words and function words such as 'the'.
Visualisation tool to aid academic judgement	Links to web sources of similar material are provided and can be accessed directly. A "direct source comparison" will show the files side-by -side, but is not yet implemented. Blocks of text are underlined in colour when similarity is detected. Different colours are used for each source.	File-pairs are displayed side by side. Independently written texts are sprinkled with matching 3 word phrases. Plagiarised texts are characterised by blocks of highlighted words. The user can also choose from a list of shared word triples and the tool jumps to this phrase in each file.	Displays marked up files but does not display matching passages side by side. Single matching words are highlighted in each document separately. Copious statistics are not all relevant.
Usability	Interface easy to navigate. A good conceptual model of setting up a class and the assignments within the class. Assignment submission is tedious because three mandatory fields must be typed in for each file, including the filename.	User has to put all files in one folder before software is run. If web articles are included, user has to specify search keywords, and retrieved files are added automatically. The simplicity of the application makes it suitable for naïve users.	Nice interface. Method of use not intuitively obvious but a good help file, and once used it would be easy to use on subsequent runs. No progress indication when the plagiarism detection is taking place.
Robustness	No tests carried out on capacity because of difficulties with bulk upload. Browser needed refreshing after 30 files submitted.	250MB RAM is enough for processing up to 200 documents of 10K words. 750MB RAM can handle 320 texts of up to 10,000 words each. Time needed for processing is a few minutes, depending on PC specification.	Files that are not submitted in either Word or text format are just overlooked, lecturer not notified. As with Ferret, a 750MB RAM machine can handle 320 texts of up to 10,000 words each.
Saving and Printing results	Results are stored in the originality reports and these can be printed out. The report includes the file with text underlined in different colours matching other sources. If three files are involved in suspected collusion the colours do not necessarily match.	Each file in a file-pair can be saved as a .rtf file and inspected or printed at a later date. Each file can also be printed from within the software and text matching that in the second file is highlighted in bold/blue.	Offers many options of saving the results: both the marked up text, with single matching content words highlighted, and the details of file pairs which exceed the chosen threshold.
Conclusions	Excellent for identification of potential plagiarism from web sources. Students need to give permission for work to be submitted to the database; this is because of the Data Protection Act. The costs after JISC support ends in August 2004 are not known.	Excellent for detection of potential plagiarism and collusion within a group of files. Advantage is that software sits on lecturers' own PC and is easy to use. It is possible to include web material in the checking process. Low cost to UH. Available now but further development planned.	The free version was evaluated, and not the CopyCatch Gold version. Performance not very reliable: reservations about algorithm used to compare files. We do not think the reporting mechanism makes this software very accessible.

Appendix 4

The following information was provided by Sharon McCullough of the UM's FIPPA/PHIA Coordinator's Office. It deals with the implications of requiring students to post papers and essays to an external plagiarism detection service such as Turnitin.

From the perspective of FIPPA here are some observations and questions:

- *The head office of Turnitin appears to be in California. Cross-border transfer of personal information falls under the federal act PIPEDA, the Personal Information and Protection of Electronic Documents Act. This act pertains to the disclosure of personal information across international borders.*
- *Because Turnitin would be handling our students' personal information the UM would need to have an information manager's agreement with that company. I note from the Turnitin website that the company offers several different services. The agreement would need to include a statement that specifies the purposes that students' information would be used for.*

Administration

- *Would students submit directly to Turnitin and receive a "clean bill of health" on the essays they had written? A better way might be for the UM to establish a clearing office which would strip students' identities from the essays and forward content only to Turnitin. Verification would be needed at some point in the submission and return process.*
- *Security is an issue. If students submit directly would their emails and computers be more vulnerable as a result? Students own the copyright to their own materials. Could copyright be breached during any part of the process?*

Notification

- *Students must be notified that the UM will be submitting their work to Turnitin or that they will be required to submit their work to Turnitin. Notification could be done through the calendars and registration guides.*

Appendix 5

General Academic Regulations and Requirements

Section 7: Academic Integrity

7.1 Plagiarism and Cheating

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam impersonation. (Please see Section 4.2.8 on Exam Personation). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources. To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or online tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the Student Discipline By-Law.

An assignment which is prepared and submitted for one course should not be used for a different course. This is called "duplicate submission" and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.

From University of Manitoba Website, retrieved May 23, 2004 from
http://webapps.cc.umanitoba.ca/calendar05/regulations/plagiarism.asp