

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, January 7, 2009
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 Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes [dated October 31, 2008] Page 17
2. Report of the Faculty Council of Graduate Studies On Academic Membership [dated November 14, 2008] Page 19
3. Report of the Faculty Council of Graduate Studies on Program Curriculum Changes [dated November 14, 2008] Page 21
4. Report of the Senate Committee on Curriculum and Course Changes RE: Department of Biological Sciences Page 44
5. Report of the Senate Committee on Course and Curriculum Changes – Revision of Submission Forms Page 57

III MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards Page 70
2. Report of the Senate Committee on Academic Review Page 81
3. Items approved by the Board of Governors November 16, 2008 Page 91
4. In Memoriam Professor Charles Cross Bigelow Page 92

IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

Senators are reminded that questions shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the day preceding the meeting.

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF DECEMBER 3, 2008

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 93

Comments of the Senate Executive Committee will accompany the report on which they are made.

**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. Report of the Senate Committee on University Research
– Periodic Review of Research Centres and Institutes**

a) The Centre for Defence & Security Studies

Page 94

X ADDITIONAL BUSINESS

**1. Policy and Procedures on Accessibility for
Students with Disabilities**

Page 97

XI ADJOURNMENT

Please call regrets to 474-6892 or meg_brolley@umanitoba.ca

/mb

Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes

Preamble

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Clayton H. Riddell Faculty of Environment, Earth and Resources and the Dept. of Animal Science.

Observations

1. The Natural Resources Institute proposes the introduction of one course, **NRI.7350 Study Design and Quantitative Methods for Resource and Environmental Management (3)**, to give graduate students the choice to learn statistical methods which may not have been available at the undergraduate level.
2. The Dept. of Animal Science proposes the introduction of one course, **ANSC.7560 Mathematical Modeling of Agricultural Systems (3)** to provide a course to graduate students on mathematical modeling.

Recommendations

The Executive Committee recommends **THAT**: the course changes from the units listed below be approved by Senate:

Natural Resources Institute
Dept. of Animal Science

Respectfully submitted,

Dean J. Doering, Chair

Natural Resources Institute

Course introduction:

NRI.7350 Study Design and Quantitative Methods for Resource and Environmental Management (3) +3

This course addresses the quantitative analysis of environmental and natural resources data, emphasizing strong study design to prevent analytical difficulties. Focus is on preparing graduate students in environmental and resources management for dealing with the typical characteristics of environmental data, and for analyses specific to resources data.

NET CHANGE IN CREDIT HOURS: +3

Dept. of Animal Science

Course introduction:

ANSC.7560 Mathematical Modeling of Agricultural Systems (3) +3

Lectures and computer based laboratory exercises will be used to discuss various aspects of model development focusing on mechanistic (compartmental analysis), growth functions and an introduction to linear programming. Construction of a simulation model may be required. Not to be held with ANSC.4xx Mathematical Modeling of Biological Systems. Prerequisite: MATH.1500 or MATH.1520.

NET CHANGE IN CREDIT HOURS: +3

Report of the Faculty Council of Graduate Studies on Academic membership

Preamble

1. The Faculty of Graduate Studies has responsibility for matters relating to the revisions of its membership. Recommendations are submitted by the Faculty Council of Graduate Studies for the approval of Senate.

Observations

1. The Faculty of Graduate Studies proposes a revision to its Academic Membership (please review **Attach. A**)

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the revisions to the terms of reference for Membership in the Faculty of Graduate Studies be approved by Senate.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

Academic Membership

1. All full-time members of the academic staff of the University of Manitoba who hold the rank of Assistant Professor or above; those who have been appointed to the rank of Professor Emeritus/Emerita, Senior Scholar, Distinguished Professor, or Distinguished Professor Emeritus/Emerita; those who have been appointed as Adjunct Professors.

1.1 Full-time Faculty who are "Members of the Faculty of Graduate Studies" and subsequently take a reduced appointment, at age 69 due to the Collective Agreement, or at other times, should continue to be treated as full-time "Members of the Faculty of Graduate Studies".

2. Those members of the academic staff of the University of Manitoba who do not hold the rank of Assistant Professor or above, but whom the Vice-President (Academic) and Provost has approved upon the basis of recommendations from the Head of the faculty member's department or unit and from the Head of the department or unit in which the work will be done. Such appointments are held for the specific period of time (not to exceed 3 years) necessary to complete the relevant teaching or supervision.

3. Those administrative officers of the University of Manitoba as may be appointed by the Board of Governors.

Graduate Student Supervision

Only "Members of the Faculty of Graduate Studies" who are attached to departments, schools, or other units offering graduate program(s) are eligible to supervise graduate students. Advisors may not supervise a candidate for a degree higher than the one s/he holds unless recommended by the unit head and approved by the Faculty of Graduate Studies to do so.

Meetings

1. General meetings of the Faculty of Graduate Studies may be called from time to time by the Dean of Graduate Studies.
2. A special general meeting of the faculty must be called by the Dean within ten days of receipt of a written request signed by fifty or more members of the Faculty.
3. A quorum for a general meeting of the Faculty shall be 100 members of the Faculty.
4. Student members of the Faculty Council of Graduate Studies shall be entitled to attend all such general meetings and have full rights of participation therein.
5. Subject to the right of the President to preside, the Dean or his/her delegate shall preside at all meetings of the Faculty.

Powers to Act

General meetings of the Faculty shall have the power to make recommendations to the Faculty Council with reference to any matters that are properly within the jurisdiction of the Faculty Council.

John Doering 2/17/08 1:57 PM

Deleted: , and who are attached to departments, schools, or other units offering graduate programs

John Doering 9/12/08 1:30 PM

Deleted: or

Report of the Faculty Council of Graduate Studies on Program Curriculum Changes

Preamble

The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes, and new graduate programs. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.

Observations:

1. The Master of Physician Assistant Program proposes two major program revisions. Please review (Attach. C).
2. The Dept. of Biological Sciences proposes a graduate program integration. Please review (Attach. D).
3. The Faculty of Nursing proposes program changes to the Master of Nursing program (please review **Attach. E**) and the deletion of one course, **NURS.7080 Special Topics in Nursing Research 2 (3)**, and the introduction of three courses: **NURS.7340 Evidenced Informed Practice (Formerly NURS.7080) (3)**, **NURS.7350 Role Development in Advanced Nursing Practice (3)**, and **NURS.7360 Integrated Focus (6)**.
4. The Orthodontic graduate program is currently a 35-month program. The Dept. of Preventive Dental Science is proposing that the program be extended to 36 months. This will require that students be admitted to FGS in July as opposed to September. FGS is currently investigating whether there are fee implications. (For information only)

Recommendations

The Faculty of Graduate Studies recommends THAT: the program proposals or program revisions from the units listed below be approved by Senate:

Master of Physician Assistant Studies
Department of Biological Sciences
Faculty of Nursing

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

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

Request for Major Program Revision Physician Assistant Education Program

The Physician Assistant Education Program is requesting a Major Program Revision.

I will attempt to present in as organized and efficient a manner as possible the requested revisions and the pedagogical rationale behind them:

Category 1: Special permissions (Category 2: Courses) - fast-tracked

There are two matters regarding which the PAEP respectfully requests exceptions to ordinary Faculty of Graduate Studies policy:

- A. We would like our PAEP learners to take PHAC 2100, a Pharmacology course currently administered to Pharmacy and Nurse Practitioner students, as their pharmacology course. A strong grounding in pharmacology will be essential to our learners' professional credibility once they enter the workforce as prescribing healthcare providers.

Although this is a 2000 level course, the content is voluminous, rigorous, and highly relevant to our learners' needs. We believe that it is of sufficient breadth and depth to prepare our learners for the clinical practice of medicine. It is notable that Nurse Practitioner learners, whose needs in this area are comparable to our students', take this course.

I have attached a letter from Dr. Sitar, Head of Pharmacology, indicating his willingness to allow our learners to enroll in this course. I have also communicated with Dr. Collins, Dean of Pharmacy, who has no objection to having PAEP learners in the course as long as the course content is not altered to accommodate them; my email communication with him is attached.

- B. We respectfully request that PAEP learners receiving a grade of C or lower in up to 6 credit hours of coursework be allowed to remediate by means of a supplemental exam rather than repetition of coursework.

We request this accommodation because each PAEP course is offered only once per year, because it would be difficult to find an equivalent substitute course, and because students may not progress to Year 2 of the Program until all Year 1 coursework is successfully completed; having to find additional clinical rotation placements for students who had to defer clinical training for a year would represent a significant administrative and educational burden to the Program.

The single exemption to this request is in the case of PHAC2100, for which no supplemental exam can be administered. Students receiving a grade of C or lower

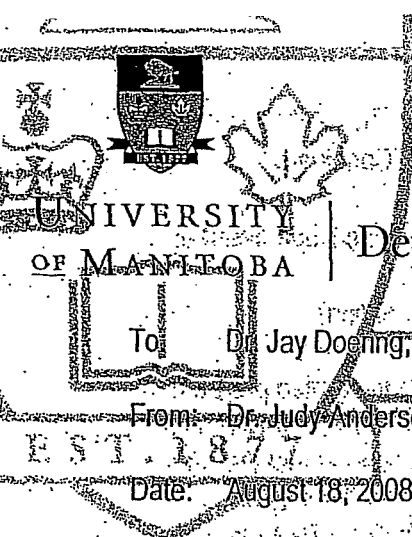
available
in FGS
upon request

AUG 29 2008
FGS

in PHAC 2100 will be required to retake the exam the following year, as detailed in the PAEP supplemental regulations.

Board of Examiners

Handwritten notes on the right side of the page, including an arrow pointing to the left and some illegible text.



Duff Roblin Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9245
Fax (204) 474-7588

Department of Biological Sciences

To: Dr. Jay Doering, Dean, Faculty of Graduate Studies

From: Dr. Judy Anderson, Head, Department of Biological Sciences

Date: August 13, 2008

Re: Graduate Program Integration, one new graduate course, one course modification

As you know, the Department of Biological Sciences is in the process of merging the graduate programs from former departments of Botany and Zoology.

The department's Working Group on the Graduate Studies Program met weekly from January to mid-April to develop this proposal. Our earlier communications encouraged this planning process as an integration process rather than a new program proposal. As you know, this approach was developed on the advice of Dr. Richard Lobdell following his consultation with the Chair of the Council on Post-Secondary Education; there is an understanding that a new program proposal to COPSE was not required given the mandate of the department merger in July 2007.

Following on that plan for integration, and recommendations from our Department Council's review of the documentation; planned structure, function and support of the graduate program in the department; terms of reference for a departmental Graduate Studies committee; I am pleased to submit to the Faculty of Graduate Studies, the following documentation in regard to the proposal. I note that the items marked by an asterisk (*) below, will require formal approval at the Faculty of Science Research and Graduate Studies Committee. As a result of the discussion pertaining to the course proposal for BIOL 7100 (see below), that approval is still pending. However, in the interests of time, I would request that the Faculty of Graduate Studies consider this proposal, as much as possible, while the Faculty of Science considers the proposed courses.

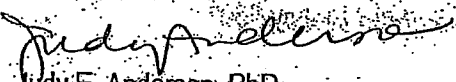
- Earlier memo to your office regarding program integration
- Description of the Integrated Graduate Program proposed for the department
- * Proposal for new course BIOL 7100 (Core Skills in Biological Sciences Research) including library review document and supporting letter (and email) from Dr. Thomas Klonisch, Head, Department of Human Anatomy and Cell Science, for the proposed double naming and numbering with ANAT 7090 (Methodology of Research). Note, as of today, this letter of support is 'on the way' and will be hand delivered upon receipt in the department.
- * Proposal for course modification to change ZOO 7220 (Advanced topics in Zoology) to BIOL 7220 (Critical Thinking in Biological Sciences)
- * Proposal for re-designating all BOTN and ZOO courses under the BIOL designation, with an attached table showing the graduate courses (number and name) in current Botany (BOTN) and Zoology (ZOO) programs along with the proposed renumbering and re-designation to BIOL.

- A description of the proposed new supplemental regulations for the PhD Thesis Proposal
- A description of the proposed new supplemental regulations for the PhD Candidacy Examination
- Terms of Reference for the new standing Graduate Studies Committee in the Department of Biological Sciences (for information)
- A reference copy of the proposed new supplemental regulation (for information).

I understand that the Faculty of Graduate Studies will review and vote on the integrated program proposal pending approval from the Faculty of Science for the new course (BIOL 7100/ANAT 7090) and the course modification (BIOL 7220, including name change). I also understand that there are slightly different processes for consideration of new and modified courses by the Faculty of Graduate Studies. Since the department's proposed changes total fewer than 9 credit hours, I believe it is the case that the Senate Planning and Priorities Committee will not need to review the proposed course changes.

Please let me know, at your convenience, if you require any further information regarding these proposals. I look forward to your correspondence on this program integration, and the department of Biological Sciences looks forward to being able to offer a newly integrated program for graduate studies in the department.

Yours sincerely,



Judy E. Anderson, PhD
Professor and Head

Department of Biological Sciences

Course introduction:

BIOL 7100 Core Skills in Biological Sciences Research Cr.Hrs. 3 +3
Learning skills for a career in scientific research in Biological Sciences including: using the scientific method, applying for NSERC funding, maintaining a CV, abstract writing, ethics in research, research protocols and biosafety and hazards, statistical designs and their assumptions, literature searching, critical thinking, critiquing the scientific literature, making teaching and research presentations. Not to be held with Methodology of Research ANAT 7090.

NET CHANGE IN CREDIT HOURS: +3

Course modifications:

Attached chart illustrates the re-designation of course number prefixes from BOTN and ZOOL to BIOL.

Department of Biological Sciences
 Graduate Program Courses
 Renumbering and Re-Designation as BIOL

BOTN	ZOOL	BIOL proposed	NOTE
	7070 Advanced Parasitology (6)	7070 Advanced Parasitology (6)	
		7100 Core Skills in Research (new course) double name/numbered with ANAT 7090	MSc core
	7130 Ichthyology (6)	7130 Ichthyology (6)	
	7140 Advanced Physiology (6)	7140 Advanced Physiology (6)	
	7150 Selected Topics in Avian Biology (6)	7150 Selected Topics in Avian Biology (6)	
	7160 Animal Ecology (6)	7160 Animal Ecology (6)	
	7220 Advanced Topics in Zoology (3)	7220 Critical Thinking (3) (name change & shift to generic Biological Sciences from Zoology in the aquatic sciences field)	PhD core
	7230 Advanced Topics in Zoology (6)	7230 Advanced Topics in Zoology (6)	
7240 Wetland ecology		7240 Wetland ecology	
	7270 Problems in Evolution (3)	7270 Problems in Evolution (3)	
	7300 Advanced Embryology (6)	7300 Advanced Embryology (6)	
	7310 Selected Topics in Animal Behaviour (6)	7310 Selected Topics in Animal Behaviour (6)	
	7320 Nematology (6)	7320 Nematology (6)	
	7340 Problems in Developmental Zoology I (3)(Fall)	7340 Problems in Developmental Zoology I (3)(Fall)	
	7350 Problems in Developmental Zoology II (3) (Winter)	7350 Problems in Developmental Zoology II (3) (Winter)	
	7360 Problems in Biological Statistics (3) (Fall)	7360 Problems in Biological Statistics (3) (Fall)	
7370 Special topics in algal ecology		7370 Special topics in algal ecology	
	7380 Advanced Limnology (6)	7380 Advanced Limnology (6)	
	7390 Advanced Mammalogy (6)	7390 Advanced Mammalogy (6)	
	7400 Biological Resource Management I (3)	7400 Biological Resource Management I (3)	
7410 Special topics in botany		7410 Special topics in botany	
	7410 Biological Resource Management II (3)	7412 Biological Resource Management II (3) (number change)	
7440 Methods and approaches to the analysis of biological data part 1		7440 Methods and approaches to the analysis of biological data part 1	
7450 Methods and approaches to the analysis of biological data part 2		7450 Methods and approaches to the analysis of biological data part 2	
7460 Molecular biology for plants and fungi		7460 Molecular biology for plants and fungi	
7470 Plant molecular development		7470 Plant molecular development	
7480 Plant stress physiology		7480 Plant stress physiology	
7490 Advanced plant ecology		7490 Advanced plant ecology	
7500 Fungal symbioses		7500 Fungal symbioses	
7510 Microtechniques in plant biology		7510 Microtechniques in plant biology	
7520/4040 Advanced plant systematics		7520/4040 Advanced plant systematics	
7380 Topics in plant pathology		7580 Topics in plant pathology (number change)	
7390 Pathology of trees and shrubs		7590 Pathology of trees and shrubs (number change)	
7880 Ecology project course	7880 Ecology project course	7880 Ecology project course	

Program modifications:

The Department proposes that the integration of graduate programs in the former departments of Botany and Zoology. Current programs lead to the following degrees: Botany, MSc and PhD, Zoology, MSc and PhD. The Department proposes an integrated Biological Sciences Graduate Studies program including the following degrees: Biological Sciences, MSc and PhD.

Department of Biological Sciences: Integrated Graduate Program

Goal: Students will graduate with knowledge useful for future research and teaching, critical thinking skills, problem-solving ability and grant-writing skills, and receive feedback on the teaching they provide. They will also be able to provide feedback to the department about their experience in the graduate programs.

At the MSc level, the students will acquire basic research skills, the ability to design an experiment and analyze data, evaluate research in a particular topic area, and present work to an audience and defend a hypothesis.

At the PhD level, students will acquire critical-thinking skills and extensive ability to evaluate literature within and outside their own field of research, develop a hypothesis and research proposal, write grants, attend meetings effectively, perform independent research and self-assessment, publish and defend thesis conclusions at a national or international level.

Registration and Program:

Registration and program regulations will follow FGS regulations, with supplemental regulations tailored to those, wherever possible.

The structure of the program is designed for flexibility and to maintain a standard of excellence. The thesis advisory committee will help the supervisor in setting program goals for each student. The advisory committee will meet for annual reviews of graduate student performance; the annual report will help to inform the scholarships and awards committee about merits of performance. The advisory committee may meet more frequently than once per year, to provide additional feedback to the student as required for effective guidance.

Proposed Core courses:

Advisory committee can recommend additional courses above the core program requirements to enrich the student's knowledge base.

MSc Program:
(6 credit hours are required)

BIOL 7100: Core Skills in Research (3 credit hours)

This course in research skills is proposed as the foundational core course for the MSc program in Biological Sciences. The course will be team taught in the fall term, and includes topics such as scientific method, ethics in research, hypothesis testing, abstract writing, observations, making a research presentation, making a teaching presentation, poster presentations, fundamentals of statistical design and assumptions, paper critiques, writing applications for personnel awards, maintaining a CV.

PLUS a minimum of 3 more credit hours from the program (with a recommendation to complete a relevant statistics course). Students are generally advised to take advantage of seminars available at University Teaching Services.

PhD Program:
(6 credit hours are required)

BIOL 7220: Critical Thinking: This course in critical thinking is proposed as the foundational core course for the PhD program. The course format will be modeled on the current ZOO 7220 taught for the Aquatic Biology Research Group. The course would be modified to become more generic, with more expansive content to include all fields of research relevant for students in the program. The course design is modular and team taught, to cover a broad range of topics, and includes supervisors as instructors, so supervisors from the different research clusters can develop the course in particular areas, depending on the cohort of graduate students who enroll in any given year.

PLUS a minimum of 3 more credit hours from the program. Students are generally advised to take advantage of seminars available at University Teaching Services and may wish to consider enrolling in the CHET (Certificate of Higher Education and Teaching) program.

Faculty of Nursing

Concept Document for Revised

Master of Nursing Program

(Major Stream)

Submitted to Faculty of Graduate Studies

September 17, 2008

Introduction

The proposal in these documents outlines a revised curriculum for the Master of Nursing program. These revisions are related only to the Majors option and do not impact the Nurse Practitioner option in the Master of Nursing program. Within the scope of this revised curriculum, there is a blend of current, revised, and new courses. The proposal is based on better use of our current faculty resources and meets the needs of the potential student population. Students currently in the Program will be reviewed individually to ascertain whether they will remain in the current curriculum or be moved to the revised curriculum, once it is approved. Once the revised curriculum is approved, we will submit revised supplementary regulations so that the curriculum implementation is clearly set out for faculty and students.

Rational for Revised Curriculum

Master's education builds on basic preparation in nursing and bridges the transition between undergraduate and doctoral education. In undergraduate nursing programs, the emphasis is on preparation of a safe practitioner, a generalist, who meets entry level competencies for practice as established by the profession. The essence of doctoral education is the preparation of future scholars and leaders who will develop nursing knowledge and facilitate knowledge translation to nursing practice (Ketefian & McKenna, 2005). The purpose of Master's education is to "build upon the knowledge and skill acquired at the baccalaureate level. Emphasis is placed on developing ability to analyze, critique, and use research and theory to further nursing practice" (CASN, 2006, p. 1). As a leader, nurses with master's level preparation will translate their specialized knowledge to inform and enhance practice.

The Master of Nursing program at the Faculty of Nursing was established in 1979 and developed in response to community and professional needs for a program that would provide clinical specialization and research training in nursing. In the fall of 1980, the first students were admitted. The program began with a major in Community Health Nursing. Over the subsequent years, four other majors were added – Administration, Gerontology, Human Response to Illness, and Woman, Child and Family. Many of the majors have small numbers of students (2-4) and there is overlap of content between these major courses. A separate stream to prepare Primary Care Nurse Practitioner was added in 2000 with its own curriculum and competencies. In 2000, an oncology focus was also introduced within the existing course structure with the receipt of a Chair in Cancer Nursing by the Faculty. A revitalization of the majors is needed to address the trends in post-secondary education and health care, the current and predicted roles of graduate prepared nurses, and the knowledge required by Master's prepared nurses.

University graduate programs in nursing must respond to high paced change and the exponential increase in knowledge to successfully meet the demands of society and nursing practice. Creative, innovative programs that provide high quality education in a cost-effective delivery

mode are essential. Therefore, a flexible curriculum which enables faculty to respond to local, national, and global needs and perspectives is critical. In order to attract the brightest and best students, the Faculty of Nursing must position itself by offering graduate education that meets the challenges of innovation, while being accountable to students, the profession, and the public. Graduate education must provide students with expertise which enables them to respond in an ever-changing, dynamic, and fluid practice setting, as well as prepare students for possible doctoral study.

In a world of expanding technologies and rapid transformation of health care delivery, advanced practice nurses are necessary to improve and influence the future directions of health care. The goal of the Master of Nursing (MN) program is to prepare nurses for advanced practice and leadership roles. Graduate nursing education builds on undergraduate learning and experiential knowledge, and fosters critical inquiry. Through the integration of theory, research, and practice, students will be prepared as leaders who will influence the domains of education, research, administration, practice and/or nursing knowledge or outcomes. The challenge for the Faculty of Nursing is to provide advanced, in-depth nursing knowledge so that graduates may assume either specific advanced nursing practice roles or leadership roles in education or administration.

Nurses work in many different areas of health care; these environments form the context within which nursing is practiced. Health systems are publically funded and include services offered by all health disciplines. They are complex, dynamic, political environments which place multiple demands and expectations on nurses in advanced practice (Berman, Snyder, Kozier & Erb, 2008). The ideal health care system matches service capacity to meet the population's needs; coordinates and integrates care across the continuum; has information systems to link patients, providers, and payers across the continuum of care; is able to provide information on cost, quality outcomes, and patient satisfaction to multiple stakeholders; uses financial incentives and organizational structure to align governance, management, and other caregivers; is able to continuously improve the care it provides; and is willing and able to work with others to ensure that the community's health objectives are met (Shortell, et al., 1996).

A reality of health care in the 21st century is the need for collaboration between health care disciplines manifested in inter-professional practice. Inter professional practice occurs when two or more professions work together in a relationship in which they learn with, from, and about each other to improve collaboration, communication, and quality of care for clients.

Cultural pluralism and diversity add another layer of complexity to the context of health care. In order to function effectively within these diverse contexts, nurses in advanced practice must understand the opportunities and challenges which they face. Diversity describes differences and unique characteristics of individuals, groups, and communities, and may be a reflection of, for example, gender, culture, ethnicity, sexual orientation, and socio-economic status. An essential aspect of delivering care to diverse populations is learning skills in cultural competence. Cultural

pluralism allows an individual to understand and appreciate cultural differences and similarities within, among, and between groups. Nursing care requires a willingness and ability to draw on community based values, traditions, and customs, as well as the ability to work with knowledgeable individuals from the community to develop targeted interventions, communications, and other supports.

Foundation of the Program

Consistent with graduate level education four broad concepts have been identified that inform the vision for the curriculum. These concepts are **leadership, professionalism, inquiry, and health**. In this document these essential concepts are presented, described, and linked to the outcomes and courses. This new curriculum is reflective of the context within which nurses deliver care.

Concepts

There are four concepts that drive the curriculum and are embedded in the courses of the program. These concepts were selected from a review of the literature and consultation with faculty and the practice community. The program will prepare nurses with advanced or specialized knowledge who are leaders in diverse areas of nursing practice. Nurses who are prepared at a master's level are professionals who practice within the standards delineated by their professional organizations within an ethical framework. Central to both the education and practice of advanced nursing practice is inquiry. Finally, the work of advanced practice nurses focuses on the multifaceted, dynamic nature of health.

Leadership

Leadership is a "complex, multifaceted phenomenon that involves the elements of vision, communication skills, change, stewardship, and developing and renewing followers" (Grossman & Valiga, 2000, p. 11). Activities undertaken by the leader assume that these individuals want to "make a difference in the lives of others and in the directions of groups and organizations" (Grossman & Valiga, p. 18). A leader must be a visionary, able to create and manage teams, take risks, motivate others, and mentor and coach those with whom s/he works.

Professionalism

Professionalism includes accountable and self-regulated practitioners who engage with their clients in practice; practice which is founded on a code of ethics established by the Canadian Nurses Association. As professionals, nurses have a body of knowledge which informs their practice and is developed through higher academic education. Advanced knowledge in a specialized area of practice is essential so that graduate prepared nurses

can work in complex practice situations taking into account such issues as policy, ethics, and competing evidence.

Inquiry

Inquiry involves the formal and informal processes of problem search and identification or extending clinical understanding; engages students in the pursuit of activities to determine the adequacy of nursing practice; and promotes dialogue about nursing knowledge. Inquiry moves beyond the traditional thinking of knowledge to knowledge management which is a broad term that encompasses components of knowledge utilization, knowledge transfer, knowledge translation, knowledge uptake, knowledge diffusion, and knowledge dissemination.

Health

Health is a dynamic, multi-dimensional concept. The World Health Organization has defined health at both the individual (a state of complete physical, mental and social well-being) and aggregate (a resource which gives individuals, families, communities, populations, and societies the capacity to respond to, manage, and change their surroundings) levels. Because human health also is influenced by the environments in which humans live, some theorists propose that health must be defined in even broader terms and should focus attention on the fragile ecosystems with which humans are interdependent (Last, 1987). Health is influenced by biology, behaviour, and the social, political, economic and physical environments within which individuals, aggregates, and communities live (Cohen, 2008). Although interventions at the biological and behavioral levels continue to dominate thinking within the health care system, increasing attention is being paid to the role that social, political and economic factors, such as gender, poverty, literacy, marginalization and globalization play in the influencing health outcomes.

Processes

The teaching and learning processes (**appreciative inquiry, critical thinking and reflexivity, role modeling, coaching/mentoring, and transformative learning**) articulated and used in this new program reflect the theoretical underpinnings of constructivism (see *Theoretical Perspectives of Teaching & Learning*). A tenet of constructivism is that knowledge acquisition is embedded in the social context in which learning takes place. Students are active and responsible participants in their learning. The development of the meaning of new and existing knowledge is continuously reshaped as new ideas and understandings are incorporated into students' understanding of advanced nursing practice. Students, through appreciative inquiry, are encouraged to understand the strengths that exist within the individual, family, community, and organizations in which they work and to build on these strengths and opportunities. Critical thinking and reflexivity inform teaching, learning, and practices of advanced practice nurses.

Through role modeling, coaching, and mentoring, graduate students will learn and embody advanced nursing practice. Through these teaching and learning processes students will be engaged in transformative learning that moves them to a deeper understanding and practice of their profession.

Appreciative Inquiry

Appreciate inquiry is a strengths-based approach for promoting organizational change by creating meaningful dialogue, inspiring hope, and inviting change. It assumes that change in an organization can be leveraged by identifying what works and analyzing how to promote more of what works (Havens, Woods, & Leeman, 2006).

Critical Thinking & Reflexivity

Critical thinking is "an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action" (Young & Paterson, 2007).

Reflexivity is the process of critically thinking about ideas, experiences, attitudes, values, and beliefs as a way of understanding and potentially changing practice. The development of skills of independent thinking, courage, curiosity, fair-mindedness, and open-mindedness which enable nurses to say what they think, ask questions, make prudent decisions, reconsider decisions, seek relevant information, and persist in seeking answers are essential to a reflexive stance (Facione, 1990 in Billings & Halstead, 2005; Vanetian, 2001).

Role Modeling

Role modeling is a process through which nurses as leaders exemplify beliefs, attitudes, behaviors, and values that influences the actions of others.

Coaching/Mentoring

A multi-dimensional activity that consists of highly individualized processes and relationships. The role of the mentor/coach may include advice and counsel, observation, and assistance in making progress in learning, practice, and/or research. The purpose of the mentor/coach relationship is consultative and constructive (Billings & Halstead, 2005).

Transformative Learning

A theory of learning based on transformational theory that focuses on learning to negotiate and act on one's own values and purposes, rather than those uncritically received from others (Young & Paterson, 2007).

Theoretical Perspectives of Teaching & Learning

The graduate students are in a state of transition as they move from a more generalized understanding of practice to a focused area of in-depth knowledge and specialization in order to assume leadership roles. As educators, it is important to ensure that the process of teaching and learning includes acknowledgement of the student's past experiences, the importance of a reflexive perspective, and a critical stance when thinking about knowledge development, acquisition, and translation in advanced nursing practice. The development of thinking about advanced nursing practice is an iterative process in which students will build on their knowledge about nursing.

The theoretical perspective of teaching and learning which guides the development and implementation of the revised curriculum is constructivism. Through identification of a theoretical perspective for teaching and learning, we can communicate to students our beliefs regarding the process of teaching and learning. "Constructivism emphasizes the importance of the knowledge, beliefs, and skills an individual brings to the experience of learning. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn. Individuals make choices about what new ideas to accept and how to fit them into their established views of the world" (Brooks & Brooks, 1995). Theoretical underpinnings of the constructivist perspective include (Billings & Halstead, 2005; Young & Paterson, 2007):

- Assumes that knowledge acquisition is a continuous process of building and reshaping understanding as a result of experiences.
- Learning is not only about the acquisition of new knowledge, but the reconstruction of what the individual already knows.
- Knowledge acquisition is embedded in the social and emotional context in which learning takes place.
- Conceptual growth of learners arises from sharing perspectives and testing ideas with others.
- Learners construct new knowledge by building on an internal representation of existing knowledge through personal interpretation of the experience.
- Learners construct knowledge in an attempt to make sense of their experiences; learners are active in seeking meaning.
- Knowledge representation is open to change as new knowledge structures are added to the existing foundational structure and connections.

Outcomes:

The Master of Nursing Program is designed to prepared graduates for leadership roles enabling them to:

- Function both independently and collaboratively in the planning, delivery, and evaluation of evidence informed practice to individuals, families, communities, and populations.
- Contribute to the understanding, development, and dissemination of theoretical and evidence informed knowledge through involvement in research, evaluation, and utilization of research findings.
- Influence nursing and health care within given populations in various environments and at various points in the health continuum.
- Recognize and participate in the forces that drive health care, including health care policy and the health practices of individuals, families, groups, and communities.
- Critically examine the implications of local, national, and international policy and actions on professional practice.
- Challenge current ways of thinking and explore strategies and theoretical underpinnings to advance nursing education, administration, research, and clinical practice.
- Participate in research, practice, administration, evaluation and policy development within an interdisciplinary and collaborative framework.
- Lead, mentor, and role model ethical nursing practice within an interdisciplinary context.
- Demonstrate the ability to think globally and consider cultural issues from a variety of perspectives.
- Critically examine, respond to, and develop expertise to lead in emerging areas of practice.

MN Course Outlines

The proposed courses are based on the concepts, context, and processes. Through immersion in the courses, graduate students will meet the outcomes as described above. There are a number of core courses that each student must complete. Students who elect the comprehensive examination option are required to take two additional electives to support their focus.

The core courses are:

- **NURS 7210 Qualitative Research Methods in Nursing (3 credits)**

The purpose of this course is to advance knowledge of qualitative methodology and understanding of the ways in which qualitative methodology can be used to understand phenomena of interest in nursing and health care. This course is designed to provide opportunities for developing specific qualitative research skills, while gaining familiarity with theories, issues, and challenges in qualitative research. Students are exposed to the philosophical assumptions of the qualitative paradigm, ethical issues specific to qualitative research, qualitative sampling strategies, qualitative data collection techniques, and processes associated with the analysis, interpretation, and knowledge translation and utilization of qualitative data.

- **NURS 7220 Quantitative Research Methods in Nursing (3 credits)**

The purpose of this course is to advance understanding of the ways in which quantitative approaches can be applied to solve nursing problems. The quantitative research process will be described including literature review, conceptual frameworks in nursing, sampling, data collection strategies, analysis of research data, and communication of results. Included are exploration of the status and development on nursing knowledge through quantitative research methods.

- **NURS 7090 Science and Theory in Nursing (3 credits)**

The course includes an exploration of nursing's theoretical evolution. Issues related to the development and application of theory in a practice discipline will be discussed with a focus on the role of research. Particular emphasis will be placed upon analysis and evaluation of nursing's conceptual and theoretical systems.

- **NURS 7XYX Evidence Informed Practice (formerly NURS 7080) (3 credits)**

This course will provide a foundation for students to evaluate the theory of evidence informed practice and its relationship to health care delivery. Students will be exposed to the principles of evidenced informed practice, basic epidemiological statistics, systematic reviews, critical appraisal techniques, application of implementation science, and health care intervention evaluation in order to acquire the analytical and questioning skills necessary to review their own work and other literature relevant to health care practices.

Asking the right clinical question, searching the literature, critically appraising primary studies, making recommendation(s) for changing clinical practice, and evaluating the effects of a practice innovation or newly developed program are essential components of evidenced informed practice.

- **NURS 7XXX Role Development in Advanced Nursing Practice (3 credits)**

The purpose of this course is to understand the role of advanced nursing practice. The context, complexity, and scope of the roles within professional nursing practice will be explored. Particular emphasis will be placed on the knowledge base and skill set required to be an effective leader in a variety of advanced practice nursing roles. In this course, nursing graduate students from all streams will come together to discuss and debate issues related to advanced nursing practice on a local, regional, national, and international level.

- **NURS 7 XXY Integrative Focus (6 credits)**

The purpose of this course is to allow the student to focus in-depth in a substantive area of nursing practice: clinical practice, education or administration. Students will engage in practice in the area of focus, and be guided by the faculty adviser with respect to the goals and direction of the practicum and associated readings. Students will participate in seminars facilitated by the faculty at designated times throughout the practicum.

Summary of Courses in Revised MN Program

Introduced:

- NURS 7XXX Role Development in Advanced Nursing Practice (3 credits)
- NURS 7 XXY Integrative Focus (6 credits)

Revised:

- NURS 7XYX Evidence Informed Practice (formerly NURS 7080) (3 credits)

Existing Courses:

- NURS 7090 Science & Theory in Nursing (3 credits)
- NURS 7210 Qualitative Research Methods (3 credits)
- NURS 7220 Quantitative Research Methods (3 credits)

Existing courses (not part of the revised curriculum) in the current Master of Nursing program will be deleted once all students who need these courses have completed their program.

Students will select either a thesis or comprehensive examination option.

Thesis or Comprehensive Examination Options

- **Thesis** – once the courses are completed, students wishing to do a thesis will move to working with their advisor in the further development and implementation of the research. Students will have an advisor on admission to the program and begin working on their research question at the beginning of their program.
- **Comprehensive Examination** – students who elect to take the Comprehensive Examinations will take 2 electives to support their focus.

On admission – students will declare a choice of:

- Advisor
- Focus: education, administration or clinical focus with a broad question
- Thesis or Comprehensive Examination

Duration – Courses would be taken from September to December, January to April, and April to June. Students will be encouraged to move through the program as a cohort. Program planning options may include:

- **Full time students - Thesis** – two to three courses per term, integrative focus course will be completed from April to June. Once course work is completed, the student will focus full time on the thesis.
- **Part time students – Thesis** – one to two courses per term; at the end of Year 2, Term 2, the integrative focus course will be completed from April to June. The student will focus on the thesis once coursework is completed.
- **Full time students – Comprehensive Examination** – two to three courses per term, integrative course will be completed from April to June. Electives completed during fall and/or winter term in conjunction with the Comprehensive Examination (completion by end of Term 2).
- **Part time students – Comprehensive Examination** – one course per term for 3 years; integrative focus course, Term 2, Year 3. At the end of Term 2, Year 3 - completion of Comprehensive Examination from April to June.

Innovative Features of the Proposed Program:

- The curriculum and teaching/learning processes for the graduate students are based on the theoretical underpinnings of constructivism.
- The curriculum is designed to allow for individualization of student learning and choices which acknowledges their experiences and expertise, while moving them to a deeper understanding of their practice.
- Faculty expertise will be maximized through the directed nature of the practicum and associated readings. Elimination of courses with limited student enrollment will further maximize use of faculty resources.
- Faculty will have more opportunities to work with graduate students in their area of expertise/research through the one-on-one mentoring integral to the Integrative Focus course. This course will foster greater equity amongst faculty who, in the past, may not have taught at the graduate level.
- Students' interests will be matched on admission to the program with a faculty advisor. Students will be able to focus their course work on their research or topic of interest from admission.
- The curriculum requires mastery of core curriculum for all students.
- There are at least two opportunities for all students (Major and Nurse Practitioner options) in the Graduate Program to take classes together, learn from each other, and explore the variety of options in advanced practice nursing.
- This program allows students to move as a cohort through the curriculum and will facilitate socialization of the students. As a group, students will be able to dialogue with one another around issues such as, analysis, synthesis, and evaluation of their research topics, health care policy, and practice.
- Full time students can complete their required courses in 1 year of study, and complete the program in 2 years.
- The curriculum is flexible to allow for emerging content and issues.
- Reduction of credit hours brings the curriculum within the desired length of program as determined by the Faculty of Graduate Studies.
- The curriculum will provide a basis for a planned doctoral program (to be developed) in nursing.

References

- Berman, A., Snyder, S., Kozier, B., & Erb, G. (2008). *Fundamentals of nursing: Concepts, process and practice (8th Edition)*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Billings, D.M., & Halstead, J.A. (2005). *Teaching in nursing a guide for faculty*. Philadelphia, PA: W.B. Saunders.
- Brooks, G.J., & Brooks, G.M. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- CASN (2006). *CASN position statement on Master's level of nursing*. Ottawa: CASN.
- Davies, B., Reimer, J.C., Brown, P., & Martens, N. (1995). *Fading away: The experience of transition in families with terminal illness*. Amityville, NY: Baywood Publishing.
- Grossman, S., & Valiga, T. (2000). *The new leadership challenge: Creating the future of nursing*. Philadelphia, PA: F.A. Davis.
- Havens, D.S., Wood, S.O., & Leeman, J. (2006). Improving nursing practice and patient care: Building capacity with appreciative inquiry. *Journal of Nursing Administration*, 36(10), 463-470.
- Keating, S.B. (2006). *Curriculum development and evaluation in nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Ketefian, S., & McKenna, H.P. (2005). *Doctoral education in nursing international perspectives*. Abengdon, OX: Routledge.
- Meleis, A.I., Sawyer, L.M., Im, E.O., Messias, D.K.H., & Shumacher, K. (2000). Experiencing transitions: An emerging middle-range theory. *Advances in Nursing Science*, 23(1), 12-28.
- Shortell, S.M., Gillies, R.R., Anderson, D.A., Erickson, K.M., & Mitchell, J.B. (1996). *Remaking health care in America: Building organized delivery systems*. San Francisco, CA: Jossey-Bass.
- Young, L.E., & Paterson, B.L. (2007). *Teaching in nursing developing a student-centered learning environment*. Baltimore, MD: Lippincott Williams & Wilkins.

Subject: Re: Budget E-mail

From: Dr Dauna Crooks <crooksd@cc.umanitoba.ca>

Date: Wed, 01 Oct 2008 12:28:42 -0500

To: Judith Scanlan <Judith_Scanlan@umanitoba.ca>, Jay Doering <jay_doering@umanitoba.ca>, Andrea Kailer <kailera@cc.umanitoba.ca>

Hello Jay and Andrea

As Judy has requested there are no new resource issues or budget implications with the new configuration of the masters program in the Faculty of Nursing.
Dauna

Dr. Dauna Crooks

Dean, Faculty of Nursing

University of Manitoba

Winnipeg, MB R3T 2N2

Tel: (204) 474-9201 <http://umanitoba.ca/faculties/nursing/>

Judith Scanlan wrote:

Hi Dauna:

Could you please send an e-mail message to Jay Doering with a copy to Andrea Kailer stating that there are no budget implications for the revised MN curriculum. Andrea is putting the packages together today, so we need the e-mail to go as soon as you can.

Thanks,
Judy

Judith M. Scanlan, RN, PhD

Associate Professor &

Associate Dean, Graduate Programs

Faculty of Nursing

Helen Glass Centre for Nursing

University of Manitoba

Winnipeg, MB R3T 2N2

Telephone: (204) 474-9317

Fax: (204) 474-7682

E-mail: judith_scanlan@umanitoba.ca

mailto:judith_scanlan@umanitoba.ca

Report of the Senate Committee on Curriculum and Course Changes – Department of Biological Sciences

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses".

Observations

1. The Committee considered a proposal from the Faculty of Science regarding the renumbering of courses in the Department of Biological Sciences. This department was formed in 2007, and this year wishes to incorporate those courses numbered with the "BOTN" and "ZOO" prefixes into "BIOL" courses.
2. The Committee approved that the resultant changes to course descriptions and programs in all faculties could be handled editorially. The Faculty of Science will inform all other faculties of the changes.
3. The Committee noted that the program consolidation will result in the current eight undergraduate degrees being incorporated into five degrees.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends

THAT Senate approve the Report of the Senate Committee on Curriculum and Course Changes regarding course changes and program consolidation for the Department of Biological Sciences.

Respectfully submitted

Dean Harvy Frankel, Acting Chair
Senate Committee on Course and Curriculum Changes

/mb

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

Faculty of Science

Biological Sciences

Course deletions:

BOTN 3570 Directed Studies in Botany Cr.Hrs. 3	-3
ZOOL 3750 Methods and Perspectives in Zoology Cr.Hrs. 3	-3

Course introductions:

BIOL 3100 Skills in Biological Sciences Cr.Hrs. 3	+3
---	----

This course will introduce students to the concepts and skills necessary to succeed in a Biology-based career, including: communications skills (scientific writing and oral presentations), critical thinking, strategies for employment and graduate training, familiarization with the range of biological research, and exposure to a variety of Biology-based career paths. May not be held with BOTN 3570 or ZOOL 3750.

BIOL 4610 The Business of Biotechnology Cr.Hrs. 3	+3
---	----

A critical examination of biotechnology development and marketing. Lectures, tutorials and workshops providing in-depth study of topics including the legal, business, marketing, industrial, governmental, and scientific and ethical aspects of the biotechnology industry and "for profit" science. A synthesis of subject material in law and patent legislation, industrial product development, industrial molecular biology, market assessment and business management, and political and ethical aspects of research funding and financial resourcing. Prerequisites: PLNT 2530 (C+), MBIO 3410 (C+); BIOL 2500 (or BOTN 2460), BIOL 2520 (or ZOOL 2280), and CHEM 3590 are highly recommended.

NET CHANGE IN CREDIT HOURS: 0

Course modifications:

Courses previously numbered with the BOTN or ZOOL prefix have been re-numbered with the BIOL prefix. The following list outlines the new course numbers.

PROPOSED COURSE NUMBERING SCHEME FOR INTEGRATED PROGRAM IN BIOLOGICAL SCIENCES

Pattern of the numbering system (XXXX)

first number:

second number:

primary theme of course - in order to cluster courses in the calendar

individual course number - ID assigned with attempts to cluster common topics, as listed below.

1 Honours

2 Evolution & Biodiversity

3 Ecology

4 Physiology

5 Cell, Development & Genetics

8 Special Topics

9 Work Term (Co-op Program)

Core courses
Honours courses

CURRENT COURSE ID	CURRENT COURSE NAME	PROPOSED BIOL NUMBER	PROPOSED NAME CHANGE
BIOL 1000	Foundations of Life (Fr)	1000	
BIOL 1010	Biological Diversity and Interaction (Fr)	1010	
BIOL 1020	I. Principles & Themes (Fr)	1020	
BIOL 1050	II. Biological Diversity, Function & Interactions (Fr)	1030	
BIOL 1110	Health & Health Professions	1110	
BIOL 1340	State of the Earth's Environment	1340	
ZOOL 1320	Anatomy of the Human Body	1410	
ZOOL 1330	Physiology of the Human Body	1412	
BOTN 1010	Economic Plants	1300	
ZOOL 2600	Introductory Invertebrate Zoology (Fr)	2200	The Invertebrates
ZOOL 2320	Introduction to Chordate Zoology	2210	The Chordates
BOTN 2410	Mosses, Ferns & Conifers	2240	The Non-Flowering Plants
BOTN 2010	Plant structure & Function I	2242	The Flowering Plants
BOTN 2210	Biology of Fungi & Lichens	2260	
BOTN 2370	Principles of Ecology (Fr)	2300	
ZOOL 2180	Introductory Toxicology	2380	
BOTN 2190	Toxicological Principles	2382	
BOTN 2280	Introductory Ecology	2390	
ZOOL 2530	Human Physiology I (Fr)	2410	
ZOOL 2540	Human Physiology 2 (Fr)	2420	
ZOOL 2140	Human Reproductive Biology	2440	

CURRENT COURSE ID	CURRENT COURSE NAME	PROPOSED BIOL NUMBER	PROPOSED NAME CHANGE
BOTN 2460	Genetics I (Fr)	2500	
	ZOOL 2280 Cell Biology (Fr)	2520	
	ZOOL 2150 Developmental Biology	2540	
BOTN 3570	Directed Studies/Methods & Perspectives	3100	Skills in Biological Sciences
	ZOOL 3610 Advanced Experimental Invertebrate Zoology	3200	Advanced Invertebrate Biology
BOTN 3260	Bryology	3240	
BOTN 3070	Vascular Flora of Manitoba	3242	
BOTN 2290	Biology of Algae	3260	
	ZOOL 3460 Introductory Parasitology	3270	
BOTN 3270	Forest Botany	3280	
BOTN 3280	Medical & Hallucinogenic Plants	3290	
BOTN 3000	ZOOL 3000 Evolutionary Biology	3300	
	ZOOL 3680 Foundations of Population Ecology	3310	
BOTN 3540	Community Ecology	3312	
BOTN 3420	ZOOL 3450 Field Ecology	3314	
	ZOOL 3380 Boreal Ecology	3318	
BOTN 3250	Fungal Ecology	3330	
	ZOOL 3100 Animal Behaviour	3360	
	ZOOL 3500 Limnology	3370	
BOTN 3580	ZOOL 3580 Wetland Ecology	3372	
BOTN 2020	Plant structure & Function 2	3450	Plant Physiology
BOTN 3010	Plant Ecological Physiology	3452	Environmental Plant Physiology
	ZOOL 3530 Control Systems Physiology	3460	Environmental Physiology of Animals 1
	ZOOL 3540 Comparative Environmental Physiology	3462	Environmental Physiology of Animals 2
BOTN 3460	Genetics 2	3500	
	ZOOL 3070 Advanced Developmental & Cellular Biology	3540	
BOTN 3190	Plant Anatomy	3550	
	ZOOL 3060 Comparative Animal Histology (Fr)	3560	
BOTN 3980	ZOOL 3980 Work term 1	3980	
BOTN 3990	ZOOL 3990 Work term 2	3990	

PROPOSED BIOL NUMBER	PROPOSED NAME CHANGE	CURRENT COURSE ID	CURRENT COURSE NAME
4100	Honours Thesis	ZOOL 4110	Project in Botany/Honours Thesis
4210		ZOOL 4170	Biology of Fishes
4212	Systematics & Biogeography of Fishes	ZOOL 4220	Biology of Fishes: Systematics & Biogeography of Fishes
4214	Biology of Amphibians & Reptiles	ZOOL 4230	Biodiversity of Verts: Biology of Amphibians & Reptiles
4216	Biology of Birds	ZOOL 4240	Biodiversity of Verts: Biology of Birds
4218	Biology of Mammals	ZOOL 4250	Biodiversity of Verts: Biology of Mammals
4220	Ecological Problems in Conserving Marine Biosystem	ZOOL 4260	Marine Biodiversity
4240		BOTN 4040	Advanced Plant Systematics
4242		BOTN 4130	Evolution of Plant Structure and Systems
4244		BOTN 4160	Advanced Mycology
4246		BOTN 4050	Lichen Symbioses
4250		BOTN 4210	Principle of Plant Pathology
4260		ZOOL 4730	Experimental Parasitology
4262		ZOOL 4720	Wildlife & Fisheries Parasitology
4310		ZOOL 4850	Applications of Population Ecology in Fisheries & Wildlife
4312		BOTN 4650	Analysis of Biological Communities
4320		ZOOL 4200	Ecological Methods
4340		ZOOL 4820	Aquaculture
4330		BOTN 4150	Plant Interactions
4360		ZOOL 4210	Models for Behavioural Ecology
4362		BOTN 4010	Behavioural Ecology and Cognitive Ethology
4374		BOTN 4010	Aquatic Botany
4380		ZOOL 4840	Environmental Toxicology
4390		ZOOL 4710	Principles of Wildlife Management
4430		BOTN 4120	Advanced Plant Stress Physiology
4460		ZOOL 4830	Comparative Animal Energetics
4470		ZOOL 4160	Sensory-Motor Physiology
4480		ZOOL 4600	Comparative Endocrinology
4500		BOTN 4180	Molecular Genetics of Plant Development
4540		ZOOL 4150	Developmental Molecular Biology
4542		ZOOL 4270	Genes & Development
4550		BOTN 4460	Molecular Biology for Plants and Fungi
4560		ZOOL 4140	Microtechnique
4800		BOTN 4800	Special Topics in Field Biology
4880		BOTN 4880	Analysis of Ecological Problems
4890		BOTN 4890	Special Topics in Biology
4980		BOTN 4980	Work term 1
4990		BOTN 4990	Work term 2

Program modifications:

Integration of eight degrees into five degrees.

Integration of current degrees: BSc General (3 year), BSc Biology (4 year major), BSc Botany (4 year major), BSc Botany (4 year honours), BSc Zoology (4 year Major), BSc Zoology (4 year honours), BSc Zoology (cooperative major, cooperative honours), and BSc Zoology (joint ecology program, 4 year major, 4 year honours, cooperative major)

into

BSc General (3 year), BSc Major (4 year), BSc Honours (4 year), BSc Co-op Major, and BSc Co-op Honours.

DEPARTMENT OF BIOLOGICAL SCIENCES

Program Changes

2009-2010

Proposed General Degree requirements:

5.3.3.X Biological Sciences ,

UNIVERSITY 1

YEAR 2

YEAR 3

THREE YEAR GENERAL

18 credit hours of 2000, 3000, and (or) 4000 level Biological Sciences courses (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level.);

or

Students may choose 36 credit hours from the Biological Sciences provided they select courses as prescribed below:

Each of BIOL 2520, BIOL 2500, BIOL 2300; one of BIOL 2200 or BIOL 2210; one of BIOL 2242, BIOL 2240 or BIOL 2260; plus 21 additional credit hours from the Biological Sciences including at least 6 credit hours at the 3000 or 4000 level¹.

30 Hours

30 Hours

30 Hours

Notes:

¹ Students should confirm the new regulations of the B.Sc. General Degree with a Faculty of Science Student Advisor if they wish to choose 36 hours of advanced level study from the Department of Biological Sciences.

Proposed Four-Year Major Degree requirements:

5.3.3.X Biological Sciences ,

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
4-YEAR MAJOR 120 CREDIT HOURS (comprising courses listed in chart below, and electives)			
BIOL 1020, BIOL 1030, CHEM 1300, CHEM 1310, STAT 1000	BIOL 2520, BIOL 2500, BIOL 2300 Organismal Core Component (9 cr.hrs): Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2242, BIOL 2240, BIOL 2260 Plus one additional course from either Group A or Group B	BIOL 3300 Physiological Core Component: Choose one of the following: BIOL 3450, BIOL 3460, BIOL 3462	
In University 1 or Year 2 the following must be completed: 3 credit hours from Mathematics or Physics from: MATH 1200, MATH 1300 ¹ or MATH 1500 ² , PHYS 1020 or PHYS 1050 Plus 6 credit hours from the Faculty of Arts, which should include the required "W" course		In addition to the core courses, students require 30 credit hours of 3000 or 4000 level Biology courses to graduate. Courses from outside Biology may be approved by the department.	As part of this program, students may elect to complete the requirements of a specific Biological Sciences theme area. ⁴
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

- MATH 1510, MATH 1520, or MATH 1690 may be taken in place of MATH 1500; MATH 1310 may be taken in place of MATH 1300.
- The courses in this program will satisfy the university mathematics requirement.
- IMPORTANT: The Honours program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program with a view to satisfying the prerequisites of the required courses.
- There are 5 Biological Sciences theme areas to choose from: Refer to the "Theme Chart" on page ????. for specific requirements.

Proposed Four-Year Major Co-op Degree requirements:

5.3.3.X Biological Sciences ,

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
4-YEAR MAJOR CO-OP 120 CREDIT HOURS (comprising courses listed in chart below, and electives)			
BIOL 1020, BIOL 1030, CHEM 1300, CHEM 1310, STAT 1000	BIOL 2520, BIOL 2500, BIOL 2300 Organismal Core Component (9 hours): Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2242, BIOL 2240, BIOL 2260 Plus one additional course from either Group A or Group B	BIOL 3300, BIOL 3100 Physiological Core Component: Choose one of the following: BIOL 3450, BIOL 3460, BIOL 3462 Co-op requirement: BIOL 3980, BIOL 3990	BIOL 4980, BIOL 4990 (if necessary)
In University 1 or Year 2 the following must be completed: 3 credit hours from Mathematics or Physics from: MATH 1200, MATH 1300 ¹ or MATH 1500 ¹ , PHYS 1020 or PHYS 1050 Plus 6 credit hours from the Faculty of Arts, which should include the required "W" course		In addition to the core courses, students require 30 credit hours of 3000 or 4000 level Biology courses to graduate. Courses from outside Biology may be approved by the department.	As part of this program, students may elect to complete the requirements of a specific Biological Sciences theme area. ⁴
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

1. MATH 1510, MATH 1520, or MATH 1690 may be taken in place of MATH 1500; MATH 1310 may be taken in place of MATH 1300.
2. The courses in this program will satisfy the university mathematics requirement.
3. **IMPORTANT:** The Honours program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program with a view to satisfying the prerequisites of the required courses.
4. There are 5 Biological Sciences Theme areas to choose from: Refer to the "Theme Chart" on page ????. for specific requirements.

Proposed Honours Degree requirements:

5.3.3.X Biological Sciences ,

UNIVERSITY 1	YEAR-2	YEAR 3	YEAR 4
HONOURS 120 CREDIT HOURS (comprising courses listed in chart below, and electives)			
BIOL 1020, BIOL 1030, CHEM 1300, CHEM 1310, STAT 1000	BIOL 2520, BIOL 2500, BIOL 2300 Organismal Core Component (9 cr.hrs): Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2242, BIOL 2240, BIOL 2260 One additional course from either Group A or Group B	BIOL 3300, BIOL 3100 Physiological Core Component: Choose one of the following: BIOL 3450, BIOL 3460, BIOL 3462	BIOL 4100
In University 1 or Year 2 the following must be completed: 3 credit hours from Mathematics or Physics from: MATH 1200, MATH 1300 ¹ or MATH 1500 ¹ , PHYS 1020 or PHYS 1050 Plus 6 credit hours from the Faculty of Arts, which should include the required "W" course		In addition to the core courses, students require 30 credit hours of 3000 or 4000 level Biology courses to graduate. Courses from outside Biology may be approved by the department.	As part of this program, students may elect to complete the requirements of a specific Biological Sciences theme area. ⁴
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

- MATH 1510, MATH 1520, or MATH 1690 may be taken in place of MATH 1500; MATH 1310 may be taken in place of MATH 1300.
- The courses in this program will satisfy the university mathematics requirement.
- IMPORTANT: The Honours program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program with a view to satisfying the prerequisites of the required courses.
- There are 5 Biological Sciences Theme areas to choose from; Refer to the "Theme Chart" on page ????

Proposed Honours Co-op Degree requirements:

5.3.3.X Biological Sciences ,

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
HONOURS CO-OP 120 CREDIT HOURS (comprising courses listed in chart below, and electives)			
BIOL 1020, BIOL 1030, CHEM 1300, CHEM 1310, STAT 1000	BIOL 2520, BIOL 2500, BIOL 2300 Organismal Core Component (9 cr.hrs): Choose one course from each of: Group A: BIOL 2200, BIOL 2210 Group B: BIOL 2242, BIOL 2240, BIOL 2260 One additional course from either Group A or Group B	BIOL 3300, BIOL 3100 Physiological Core Component: Choose one of the following: BIOL 3450, BIOL 3460, BIOL 3462 Co-op requirements: BIOL 3980, BIOL 3990	BIOL 4100 BIOL 4980, BIOL 4990 (if necessary)
In University 1 or Year 2 the following must be completed: 3 credit hours from Mathematics or Physics from: MATH 1200, MATH 1300 ¹ or MATH 1500 ¹ , PHYS 1020 or PHYS 1050 Plus 6 credit hours from the Faculty of Arts, which should include the required "W" course		In addition to the core courses, students require 30 credit hours of 3000 or 4000 level Biology courses to graduate. Courses from outside Biology may be approved by the department.	As part of this program, students may elect to complete the requirements of a specific Biological Sciences theme area. ⁴
30 Hours	30 Hours	30 Hours	30 Hours

NOTES:

- MATH 1510, MATH 1520, or MATH 1690 may be taken in place of MATH 1500; MATH 1310 may be taken in place of MATH 1300.
- The courses in this program will satisfy the university mathematics requirement.
- IMPORTANT: The Honours program need not be completed in the manner prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program with a view to satisfying the prerequisites of the required courses.
- There are 5 Biological Sciences Theme areas to choose from: Refer to the "Theme Chart" on page ???.

Proposed Minor:

MINOR

BIOL 1020 and BIOL 1030 12 credit hours from 2000, 3000, and/or 4000 level Biology courses.

**BIOLOGICAL SCIENCES THEMES and “SUB-CORE” course requirements
(IN ADDITION to the Biological Sciences CORE document):**

I. Integrative Biology:

The Integrative Biology theme will be of interest to students planning to pursue careers in the various biology sub disciplines and who wish an undergraduate degree that is “interdisciplinary” within the life science departments that cuts across the traditional boundaries. This program will suit students who are interested in the “after degree” program in Education or who are intending to apply to a professional program (e.g. Medicine, Dentistry, Pharmacy, Medical Rehabilitation) and who would like a broad background in the Life Sciences. With the appropriate choice of Biological Science courses it would be possible to indicate the Integrative Biology theme along with a second theme from the department.

All five of the following (three of which are already required for the Biological Sciences CORE):

- BIOL 2200 The Invertebrates (3)
- BIOL 2210 The Chordates (3)
- BIOL 2240 The Flowering Plants 1 (3)
- BIOL 2242 The Non-Flowering Plants (3)
- MBIO 2100 General Microbiology A (3)

One of the following (one of which is already required for the Biological Sciences CORE):

- BIOL 3450 Plant Physiology (3)
- BIOL 3460 Environmental Physiology of Animals

Plus:

- 18 credit hours in Biological Sciences
- 12 credit hours in Microbiology

Note: a maximum of 15 credits of Biological Sciences and Microbiology courses at the 2000 level are permitted in year 3 and 4. **For the Integrative Theme only, these 15 credit hours can be used toward the 3000/4000 level requirements of the degree.**

II. Cell, Molecular and Developmental Biology:

Students in the Department of Biological Sciences with an interest in the exciting field of cell and developmental biology can select the Cell, Molecular, and Developmental Biology theme for focus. This theme will provide students a selection of courses that highlight fundamental principles and many important advances in this rapidly growing area of contemporary biology. Students can concentrate on aspects that deal with the molecular structures and processes of cellular life and their roles in the function, reproduction, and development of living organisms. The theme is structured such that students can choose from a broad range of disciplines, including biochemistry, molecular biology, morphology, genetics, cell biology, and developmental biology. The organisms under study in this theme are equally diverse, ranging from microbes through to invertebrates, vertebrates, plants, and fungi. The Department collaborates with many other life sciences departments and this theme allows student to develop a highly flexible course portfolio that includes courses from the Departments of Biological Sciences, Chemistry, Microbiology, or Plant Sciences.

BIOL 2540 (ZOOL 2150) Developmental Biology (3)

Plus 6 Credit hours of Biochemistry

CHEM 2770 and CHEM 2780 (MBIO 2770 and MBIO 2780) or CHEM 2210 and CHEM 2360 (MBIO 2360) and CHEM 2370 (MBIO 2370)

III. Environmental and Integrative Physiology:

The Environmental and Integrative Physiology theme will be of interest to a wide array of students interested in pursuing employment opportunities in the Environmental, Consulting, Pharmaceutical, Healthcare, and Professional job markets. Based on the suggested courses and sub themes within this program students will be able to graduate with an all inclusive degree or specialize in particular

disciplines ranging from molecular physiology to whole organism physiology and eco/environmental physiology a subject area that is at the interface between ecology and physiology. Students will be exposed to modern research techniques in lab classes and will be taught by instructors and faculty with active research programs within the Department of Biological Sciences.

6 Credit hours of Biochemistry

CHEM 2770 and CHEM 2780 (MBIO 2770 and MBIO 2780) or CHEM 2210 and CHEM 2360 (MBIO 2360) and CHEM 2370 (MBIO 2370)

Plus: two of the following courses (one of which is already required for the Biological Sciences CORE):

BIOL 3460 (ZOOL 3530) Environmental Physiology of Animals 1 (3)

BIOL 3462 (ZOOL 3540) Environmental Physiology of Animals 2 (3)

BIOL 3450 (BOTN 2020) Plant Physiology (3)

BIOL 3452 (BOTN 3010) Environmental Physiology of Plants (3)

IV. Evolution and Biodiversity:

Evolution is broadly defined as “descent with modification” and is the process that generates the earth’s biodiversity. The theory of evolution provides a unifying framework for biology because all organisms are descended from a common ancestor. As a result, evolutionary principles permeate research and teaching throughout biology.

Evolutionary biology addresses two overarching questions. (1) What was the history of life? (2) What processes account for adaptation and diversification? Systematics reconstructs the history of life by studying relationships among species, and involves comparisons of physical appearance, development, biochemistry, genetics, behaviour, ecology and biogeography. Evolutionary Genetics investigates how processes such as natural selection, mutation, and migration interact to cause evolutionary change within populations. Evolutionary history, genetics, and ecological context are required to fully understand the evolution of traits, for example body size, wing shape or leaf structure. Thus evolution integrates knowledge from a wide spectrum of sub-disciplines within biology.

Evolutionary biology has wide-ranging practical applications. Principles of evolution are required to understand: the evolution of pathogens such as HIV and avian influenza; domestication of wild species and consequences of genetic modifications; the identification of natural products; long-term responses to environmental change; and human biology. Courses from this theme will prepare students for academia, medicine, and government agencies or NGO’s that emphasize the cataloguing and conservation of biological diversity.

No additional sub-core courses are required; however courses emphasizing evolution and biodiversity should be selected from a given set of courses offered by the department.

V. Ecology and Environmental Biology:

Ecology is the study of interactions between organisms and their environment, both in natural settings and human-influenced habitats. In our society ecology and environmental biology provide a scientific link to the living world. Ecologists study the lives of many organisms including animals, plants, fungi, protists, and bacteria. Interactions among these organisms are investigated at many scales ranging from the microscopic to the global. At the individual level, ecology investigates the impact of environmental factors on organisms through their physiology and behaviour. Ultimately, ecologists link these factors to survival and reproduction in variable environments. At the population level, ecology examines the causes of fluctuations in numbers and changes in distribution of a single species. This work is often the focus of agencies concerned with exploitation, extinction, and rehabilitation of both commercially and esthetically important species. At the community and ecosystem level, ecology considers many coexisting species. It examines the interactions between species within the communities (competition, predation, parasitism, mutualism, etc.) as well as broader investigations of community structure and composition. Ultimately, the skills developed within this theme prepare students for future careers in

academia, government agencies, private consulting companies, or NGOs whose mandates encompass ecological and environmental concerns.

BIOL 3310 (ZOO 3680) Foundations of Population Ecology (3)

BIOL 3312 (BOTN 3540) Community Ecology (3)

BIOL 3314 (BOTN 3420/ZOO 3460) Field Ecology (3)

STAT 2000 Basic Statistical Analysis 2 (3)

For each theme, the sub-core credit hours plus optional courses should equal 30 credit hours of upper level (3000/4000) courses.

Report of the Senate Committee on Curriculum and Course Changes – Revision of Submission Forms

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
SCCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses".

Observations

1. In an effort to clarify the course change forms for faculty and department use, the committee reviewed and modified the current forms.
2. As approved at the Senate meeting of December 3, 2008, the category of "not currently offered" will be removed from the process.
3. The Committee stressed the importance of conferring with other departments and faculties which may be affected by changes; this would include introduction of course material which could be seen to overlap with courses currently offered in other faculties.
4. As a new practice, the Committee requests that proposals for course introductions include a proposed course number; the availability of the number should be confirmed with the Registrar's Office prior to submission.

Recommendation

The Senate Committee on Course and Curriculum Changes recommends

THAT Senate approve the report of the Senate Committee on Course and Curriculum Changes on Revision on Submission Forms.

Respectfully submitted

Dean Harvy Frankel, Acting Chair
Senate Committee on Course and Curriculum Changes

/mb

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

**GUIDELINES FOR SUBMITTING PROPOSALS TO THE
SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES (SCCCC)**

SCCCC considers curriculum and course changes twice a year. Submissions from faculties are considered in the fall for the December meeting of Senate and in the spring for the May meeting of Senate (see Deadlines for specific dates).

Submissions from faculties/schools should include an overview sheet (see sample) including the course numbers, titles and credit hours for all courses introduced, deleted or modified and the net change in credit hours. If there is a net increase of more than 9 credit hours for any specific department, a separate proposal must be forwarded for consideration to the Senate Planning and Priorities Committee (SPPC). Note that the deadline for submission to SPPC is earlier than that for SCCCC.

As the proposals must be photocopied a number of times, it is important that they be originals, single sided, and that they not be stapled together.

NOTE: If you are changing a course number or title, you MUST delete the current course and introduce it under the new title and/or number.

SAMPLE OF SUBMISSION OVERVIEW:

SUMMARY OF UNDERGRADUATE CURRICULUM AND COURSE CHANGES

PROPOSED BY THE FACULTY OF SCIENCE – FALL 2008

Department of Biological Sciences

Course Introductions:

BIOL 1234	Introduction to Biology	+3
BIOL 2346	Biology 2	+3
BIOL 3456	Advanced Biology	+3

Course Deletions:

BIOL 1212	Biology of the Planet	-3
-----------	-----------------------	----

NET CHANGE IN CREDIT HOURS: +6**Department of Mathematics**

Course Modifications:

MATH 1234	Introductory Mathematics Cr.Hrs. 3
MATH 2346	Mathematics for Chemists Cr.Hrs. 3

NET CHANGE IN CREDIT HOURS: 0

Program Modifications:

Mathematics Honours Program

Department of Statistics

Course Introductions:

STAT 1222	Statistics 1	+3
STAT 2222	Statistics 2	+3
STAT 3332	Statistics 3	+3
STAT 4444	Statistics 4	+3

NET CHANGE IN CREDIT HOURS: +12

[Note: The Department of Statistics submission would need to be forwarded to SPPC as it exceeds 9 credit hours.]

1. INTRODUCTION FORM

- This form must be completed for all courses being introduced.
- If course changes within the unit result in a *net increase of more than 9 credit hours*, the changes must be submitted to the Senate Planning and Priorities Committee, and must include a statement from the Dean/Director concerning the resource implications of the proposal.
- The course number, credit hours and name must be indicated. Course numbers should be assigned by the proposing unit after confirming with the Registrar's Office that the number is available for use.
- Provide a course description of no more than four (4) lines (approximately 75 characters per line, including spaces) (Refer to Course Description Worksheet). The course description should include:
 - Course number
 - Course Title
 - Credit Hours
 - Former six digit number (if applicable)
 - Description of course
 - Pass/fail grading (if applicable)
 - Restrictions, if any (such as only available to fourth year students)
 - Listing of courses which may not be held for credit with course (if applicable)
 - Prerequisites – include minimum grade if applicable
 - Pre or co-requisite (must be taken *either* before or at the same time)
 - Co-requisite (course which *MUST* be taken at the same time)
- If the course is to be graded on a Pass/Fail basis, that fact must be included in the Calendar entry.
- Ensure that the earliest term the introduced course may be offered is indicated.
- Indicate if the course will appear on any list of required or elective courses in any University program. Provide supporting documentation from those programs affected.
- Some topics courses can be taken for credit multiple times by a student under the same course number when offered under different titles. If this is the case, ensure this is indicated.
- Review "submitted documentation" list to ensure all appropriate documentation is included.
- Ensure that the documentation for "W" or "M" designation is included.

Course Description Worksheet

- | | | |
|----|------------------------|---|
| 1. | Course Number | COOP 4568 |
| 2. | Title | Cooperative Work Term 4 |
| 3. | Credit Hours | Cr.Hrs. 0 |
| 4. | formerly... | (formerly 199.456) |
| 5. | Description | Special work assignment in business, industry, or government for cooperative education students. Requires submission of a written report covering the work completed during the four-month professional assignment. |
| 6. | May not be held with | May not be held with COOP 4570 |
| 7. | Prerequisites | Prerequisites: COOP 3568 and UNIV 3444 (C) |
| 8. | Corequisite/Concurrent | Corequisite: UNIV 4444 |
| 9. | Grading | This course is graded on a pass/fail basis. |

Course Description submitted:

COOP 4568 Cooperative Work Term 4 Cr.Hrs. 0
 (formerly 199.456) Special work assignment in business, industry, or government for cooperative education students. Requires submission of a written report covering the work completed during the four-month professional assignment. May not be held with COOP 4570.
Prerequisites: COOP 3568 and UNIV 3444 (C). *Corequisite:* UNIV 4444. This course is graded on a pass/fail basis.

2. DELETION FORM

- This form must be completed for all courses being deleted. It is *not* necessary to provide a form for each course deletion, all courses may be listed on the same form.
- The rationale for the deletion of the course must be included.
- If this course appears in any program as a required or elective, documentation should be included to indicate that the relevant program/unit has been contacted about the proposed deletion.
- If the course is a pre-requisite for another course, documentation should be included to indicate that the relevant program/unit has been contacted about the proposed deletion.
- An effective term for the deletion should be indicated.

3. MODIFICATION FORM

- This form must be completed for all courses being modified. Changes to course number or title must be deleted and added rather than modified.
- The course number and name must be indicated.
- A clear, complete and concise statement of what the modification is and why it is being proposed must be reported.
- Include both the current and modified course descriptions of no more than four (4) lines (approximately 75 characters per line, including spaces). Use the standard Calendar format with including:
 - Course number
 - Course Title
 - Credit Hours
 - Former six digit number (if applicable)
 - Description of course
 - Pass/fail grading (if applicable)
 - Restrictions, if any (such as only available to fourth year students)
 - Listing of courses which may not hold for credit with course (if applicable)
 - Prerequisites
 - Pre or co-requisite (must be taken either before or at the same time)
 - Co-requisite (course which **MUST** be taken at the same time)
- If the course is to be graded on a Pass/Fail basis, that fact must be included in the Calendar entry.
- Ensure that the first term that the modified course is to be offered is included.
- Ensure that all other departments/faculties/schools impacted by this modification have been contacted and that responses are included.
- Review "submitted documentation" list to ensure all appropriate documentation is include.



PROPOSAL FOR THE INTRODUCTION OF UNDERGRADUATE COURSES

TO BE COMPLETED FOR COURSES BEING INTRODUCED.

If you are changing a course number or title, you MUST delete the current course and introduce it under the new title and/or number.

Faculty :

Department:

Proposed Course number: _____ Confirmed with Registrar? yes no

Course subject: OR new subject area: _____

Credit Hours: _____ Grading mode: Letter grades Pass/Fail

Title: _____ (max 90 characters)

When will course will be initially offered:

Is a laboratory required? Yes No

Does the lab require a separate section from the lecture? Yes No

Course Description: As it will appear in the Calendar (include restrictions, pre-requisites, equivalencies, may not be held with, etc.) * See Guidelines for writing a course description. *****

Reason for new course:

Does this change lead to changes in programs in your own unit? Yes No

In other faculties? Yes No

Include supporting documentation or explanation.

Use a separate sheet if necessary.

Signatures:

Department Approval: _____
Print Name Signature Date

Faculty/School Approval: _____
Print Name Signature Date

NOTE: Please include all applicable previous course numbers below. [Must also be included in calendar course description.]

Prerequisites: (MUST be taken before)

Pre- or Corequisites (must be taken either before or at the same time)

Corequisites (MUST be taken at the same time)

Is this a topics course? Yes No

Can a student take this as a topics course multiple times under different titles? Yes No

Registration Restrictions: This course is limited to students of this faculty only

Available only to students in year ____ of program

Is this course intended to satisfy W requirement Documentation Attached

Is this course intended to satisfy M requirement Documentation Attached

SUPPORTING DOCUMENTATION FOR THE INTRODUCTION OF UNDERGRADUATE COURSES

Checklist:

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

- 1. **COURSE OUTLINE**
A one page outline including: lecture, laboratory and tutorial hours per week; topics covered in lectures; a brief description of laboratories, tutorials and assignments. Identify required textbooks(s) if applicable.

- 2. **LIBRARY STATEMENT**
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, in order to prepare its statement; additional time will be required for program proposals.

- 3. **STATEMENT OF ADDITIONAL COSTS, WORKLOAD, AND/OR SUPPLIES**
Provide a statement of additional costs if there is a change in any of the following:
 - Workload of academic or support staff or reassignment of workload from one faculty/school to another.
 - Requirements for additional space, renovations to existing space or changes in the usage of space.
 - Costs of supplies and expenses including any specific media requirements associated with the teaching of the course.

- 4. **STATEMENT(S) FROM OTHER DEPARTMENTS, FACULTIES OR SCHOOLS OF POSSIBLE OVERLAP**
Where there is possible curricular overlap or infringement or conflict of jurisdiction, the proposing unit must provide a statement indicating that other units have been contacted.

- 5. **STATEMENT(S) FROM OTHER DEPARTMENTS, FACULTIES OR SCHOOLS OR POSSIBLE CHANGES IN THEIR PROGRAMS**
Provide letters of comment for other faculties/schools whose programs would be affected by this proposal.

- 6. **REVISED PROGRAM DESCRIPTIONS FOR ALL PROGRAMS USING THIS COURSE**
Describe, by providing both current and revised program descriptions, the effects of the proposed course change on programs within your faculty/school. Where appropriate, describe what arrangements will be made for the students affected by the transition to a new program structure.

- 7. **OTHER DOCUMENTATION** (as required)



PROPOSAL FOR THE MODIFICATION OF UNDERGRADUATE COURSES

TO BE COMPLETED FOR COURSES BEING MODIFIED.

If you are changing a course number or title, you MUST delete the current course and introduce it under the new title and/or number.

Faculty:

Department:

Course number: _____

Long title: _____ (max 90 characters)

How is the course being changed?

When will the modification be effective:

Course Description (current):

Course Description (modified): As it will appear in the Calendar (include restrictions, pre-requisites, equivalencies, may not be held with, etc.) *** See Guidelines for writing course descriptions. ***

Rationale/explanation for the proposed modification:

Does this change lead to changes in programs in your own unit? Yes No

In other faculties? Yes No

Include documentation from affected programs/units.

Use a separate sheet if necessary.

Signatures:

Department Approval: _____
Print Name Signature Date

Faculty/School Approval: _____
Print Name Signature Date

SUPPORTING DOCUMENTATION FOR THE MODIFICATION OF UNDERGRADUATE COURSES

Checklist:

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

- 1. COURSE OUTLINE
A one page outline including: lecture, laboratory and tutorial hours per week; topics covered in lectures; a brief description of laboratories, tutorials and assignments. Identify required textbooks(s) if applicable.
- 2. LIBRARY STATEMENT
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 program proposals, in order to prepare its statement.
- 3. STATEMENT OF ADDITIONAL COSTS, WORKLOAD, AND/OR SUPPLIES
Provide a statement of additional costs if there is a change in any of the following:
 - Workload of academic or support staff or reassignment of workload from one faculty/school to another.
 - Requirements for additional space, renovations to existing space or changes in the usage of space.
 - Costs of supplies and expenses including any specific media requirements associated with the teaching of the course.
- 4. STATEMENT(S) FROM OTHER DEPARTMENTS, FACULTIES OR SCHOOLS OF POSSIBLE OVERLAP
Where there is possible curricular overlap or infringement or conflict of jurisdiction, the proposing unit must provide a statement indicating that other units have been contacted.
- 5. STATEMENT(S) FROM OTHER DEPARTMENTS, FACULTIES OR SCHOOLS OR POSSIBLE CHANGES IN THEIR PROGRAMS
Provide letters of comment for other faculties/schools whose programs would be affected by this proposal.
- 6. REVISED PROGRAM DESCRIPTIONS FOR ALL PROGRAMS USING THIS COURSE
Describe, by providing both current and revised program descriptions, the effects of the proposed course change on programs within your faculty/school. Where appropriate, describe what arrangements will be made for the students affected by the transition to a new program structure.
- 7. OTHER DOCUMENTATION



PROPOSAL FOR THE DELETION OF UNDERGRADUATE COURSES

TO BE COMPLETED FOR COURSES BEING DELETED.

Faculty:

Department:

List the courses to be deleted: Include the following information for each course:

- subject code and course number (for example, COOP 4568)
- course name
- credit hours
- reason for deletion
- Last term that the course will be offered.

Subject code and course number	Course name	Credit hours	Reason for deletion	Is this required in any program or a course pre-requisite? Attach documentation	Last term course will be offered
				y/n check box	click arrow

- 69 -

Signatures:

Department Approval: _____
Print Name
Signature
Date

Faculty/School Approval: _____
Print Name
Signature
Date

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*, such offers shall be submitted to Senate for approval. (Senate, April 5, 2000)

Observations

At its meeting of November 24, 2008, the Senate Committee on Awards approved six new offers, twenty-two amended offers, and the withdrawal of one offer, as set out in Appendix A of the *Report of the Senate Committee on Awards*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve six new offers, twenty-two amended offers, and the withdrawal of one offer, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated November 24, 2008). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

Appendix A

MEETING OF THE SENATE COMMITTEE ON AWARDS November 24, 2008

1. NEW OFFERS

Class of 1960 Entrance Scholarship - MMCF

On the occasion of its 40th anniversary reunion in 2000, the Medicine Class of 1960 established an endowment fund at the Manitoba Medical College Foundation. The first award from the fund was offered in September 2005. The available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) has been admitted to the first year of the undergraduate Medical Degree program in the Faculty of Medicine at the University of Manitoba;
- (2) has ranked high on the Admission Composite Score.

The Manitoba Medical College Foundation will provide an annual report on the earnings from the fund to the Financial Aid and Awards Office by May 15th each year.

The selection committee will be named by the Dean of the Faculty of Medicine (or designate) and will include the Assistant Dean of Admissions (or designate).

Estate of George A. Keates (Keates Admission Scholarships)

In 1991, an endowment fund was established at the Manitoba Medical College Foundation with a bequest from the Estate of George A. Keates of Winnipeg. The available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- (1) have been admitted to the first year of the undergraduate Medical Degree program in the Faculty of Medicine at the University of Manitoba;
- (2) have ranked high on the Admission Composite Score.

The selection committee will have the discretion to determine the number and value of scholarships offered each year based on earnings from the fund. The Manitoba Medical College Foundation will provide an annual report on the earnings from the fund to the Financial Aid and Awards Office by May 15th each year.

The selection committee will be named by the Dean of the Faculty of Medicine (or designate) and will include the Assistant Dean of Admissions (or designate).

Dr. Nathan Mendelsohn Prize

In honour of Dr. Nathan Mendelsohn, Distinguished Professor Emeritus, F.R.S.C., C.M., his son, Dr. Eric Mendelsohn, has established an endowment fund at the University of Manitoba with an initial gift of \$9,828. Dr. Nathan Mendelsohn was a member of the Department of Mathematics for 58 years (1947 – 2005) including 25 years of service as department Head. Dr. Mendelsohn placed first in the inaugural William Lowell Putnam Mathematical Competition, in 1938. In recognition of this accomplishment, and to commemorate his many subsequent contributions to the field of combinatorial mathematics, the available annual income from the fund will be used to offer a prize to

the highest ranking student at a Canadian university in the William Lowell Putnam Mathematical Competition.

Ian R. Seddon Memorial Awards

In memory of Dr. Ian R. Seddon, Business Development Specialist – Swine with Manitoba Agriculture, Food and Rural Initiatives (MAFRI) and co-chair of the Manitoba Swine Seminar, the Manitoba Swine Seminar Committee has established an endowment fund at the University of Manitoba. The fund will be used to offer two convocation prizes, with a minimum value of \$1,000* each; one to a student in the diploma program and one to a student in a degree program.

Ian R. Seddon Memorial Award - Diploma

One prize will be offered to the undergraduate student who:

- (1) has achieved a minimum degree grade point average of 3.0;
- (2) has achieved the highest standing in Swine Production and Management (currently numbered ANSC 0690).

In the case of a tie, degree grade point average will be used as the tie breaker.

This award will be made annually at the Diploma Graduation Banquet.

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

Ian R. Seddon Memorial Award - Degree

One prize will be offered to an undergraduate student who:

- (1) has carried at least a 60% course load in each of their last four academic terms;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has achieved high standing in Monogastric Production Systems (currently numbered ANSC 4540).

Preference will be given to a student with a demonstrated interest in swine production based on the courses that he or she has completed at the University and who, in the opinion of the instructor, has shown particular interest in swine production.

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

*Until such time as the fund generates sufficient interest to fully support two prizes of \$1,000 each, the Manitoba Swine Seminar Committee will provide an annual contribution to top-up the interest generated by the endowment fund to offer both prizes.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the Award.

Judy Storey Memorial Scholarship

A fund has been established in memory of Judy Storey (B.H.Ec./67) at The Winnipeg Foundation. The fund has been established by the Manitoba Food Processors Association, with the support of Keith Storey and family, to honour Judy's contributions to the Manitoba food industry by providing

scholarships to students at the University of Manitoba who are pursuing studies leading to a career in this field. The available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time in the Faculty of Human Ecology, in the final year of the Bachelor of Science (Human Nutritional Sciences) program;
- (2) has been accepted into the Foods Industry Option Practicum (currently numbered HNSC 4364);
- (3) has achieved a minimum degree grade point average of 3.5;
- (4) has demonstrated both leadership abilities and a strong interest in pursuing a career in the food industry.

Candidates must submit a statement (maximum one page) in which they outline: (a) specific experiences that speak to their leadership abilities and (b) their career plans in the food industry upon completion of the B.Sc. (Human Nutritional Sciences) program.

The value of the scholarship will be determined by The Winnipeg Foundation each year based on the earnings from the fund and will be reported to the Financial Aid and Awards Office at the University.

The selection committee will be the Student Standing and Awards Committee of the Faculty of Human Ecology.

The Winnipeg Foundation reserves the right to amend the terms of reference for the Judy Storey Memorial Scholarship if, because of changed conditions, it becomes necessary to do so. Such modification will conform as closely as possible to the expressed intention of the donor in establishing the award and will be made in consultation with the University of Manitoba.

John Bernard Watson Loan Fund

Mr. John Bernard Watson has established an endowment fund (\$214,520) at the University of Manitoba. The fund will be used to provide loans to students who require financial assistance in order to undertake or to complete any University program leading to a professional degree. The available annual income from the fund will be used to offer loans to students who:

- (1) are enrolled full-time in any Faculty or School that offers programs leading to a professional degree;
- (2) have achieved a minimum degree grade point average of 2.0 (or equivalent) and are in good academic standing;
- (3) have completed the standard University of Manitoba emergency loan application and have outlined their emergency situation during an interview with the Director of Financial Aid and Awards (or designate).

Students who qualify for a John Bernard Watson Loan will normally be required to repay these short-term loans before the end of the academic session in which the loan was obtained.

The selection of eligible student recipients shall accord with the guidelines established for the University of Manitoba's student emergency bursary funds.

2. Amendments

Association of Professional Engineers and Geoscientists of Manitoba Endowed Scholarships

A number of amendments have been made to the terms of reference for the Association of Professional Engineers and Geoscientists of Manitoba Endowed Scholarships, at the request of the Faculty of Engineering.

- Industrial Engineering has been removed from the list of eligible programs from which recipients can be drawn, as the program is no longer offered.
- In criterion (2), 'cumulative grade point average' has been changed to 'degree grade point average.'

A number of editorial revisions have also been made.

Athletic Therapy Students Association (ATSA) Scholarship

At the request of the Faculty of Kinesiology and Recreation Management, several amendments have been made to the terms of reference for the Athletic Therapy Students Association (ATSA) Scholarship.

- In criteria (1) and (7), the program name has been updated from: Student Athletic Therapy program to: Bachelor of Kinesiology – Athletic Therapy program.
- The selection committee has been changed from: members of the Athletic Therapy Students Association to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management and will include the Director, Bachelor of Kinesiology - Athletic Therapy Program (or designate), and at least one student who is a previous recipient of the Athletic Therapy Students Association Scholarship.

Mr. Norman Bercuson Book Prize

At the request of the Faculty of Engineering, the terms of reference for the Mr. Norman Bercuson Book Prize have been revised as follows.

- A reference to the Department of Mechanical Engineering, in criterion (1), has been updated to the Department of Mechanical and Manufacturing Engineering.
- In criterion (2), the course number for Measurement and Control has been updated from: 25.343 to: MECH 3430, the courses Automatic Controls (25.499) and Process Control (25.423) were deleted and have been replaced by Mechatronics System Design (currently numbered MECH 4900).

Boston Pizza Scholarship

The terms of reference for the Boston Pizza Scholarship were amended at the request of the Faculty of Kinesiology and Recreation Management. The Scholarship is offered each year, on a rotational basis, to one of the following sports: men's hockey, volleyball, basketball and football, and women's hockey, volleyball, basketball. Soccer has been added to the list following women's basketball.

Canadian Society for Exercise Physiology (CSEP) Student Award

At the request of the Faculty of Kinesiology and Recreation Management, the terms of reference for the Canadian Society for Exercise Physiology (CSEP) Student Award have been amended as follows.

- The scholarship, which was previously offered to a student graduating from the Bachelor of Physical Education program, will now be offered to a student graduating with a Bachelor of Kinesiology degree. [change to criterion (1)]
- Criterion (2) will be amended to clarify that full-time is defined as a minimum 80% course load for the purpose of this award.
- The award will now be offered to the student who has achieved the highest cumulative awards grade point average in three of: Exercise Physiology (currently numbered KIN 3470), Advanced Exercise Physiology (currently numbered KIN 4470), Fitness Appraisal and Lifestyle Counselling (currently numbered KIN 4460), Advanced Fitness Appraisal and Lifestyle Counselling (currently numbered KIN 4560).

Formerly, students were evaluated based on their cumulative awards grade point average in all BPE compulsory theory courses, plus two of: 57.305 Principles of Coaching, 57.436 Biomechanics of Sport, and 57.441 Exercise Physiology II. [change to criterion (3)]

- A statement has been added to direct the selection committee to use students' degree grade point averages to break a tie.
- The selection committee, which was formerly named by the Dean of the Faculty and included the BPE Head and the coordinator of undergraduate students, will now be the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management.

Faculty of Physical Education and Recreation Studies Memorial Bursary

A number of amendments have been made to the terms of reference for the Faculty of Physical Education and Recreation Studies Memorial Bursary at the request of the Faculty.

- The name of the award has been changed to: Physical Education Memorial Bursary.
- The value of the bursary has been increased from: \$100 to: \$300.
- As the award value has been increased, it follows that the directions for spending out the trust fund have also been amended to specify that: "In the year in which the amount remaining in the fund is less than \$400 [*change from \$200*] but more than \$100, the total remaining value will be awarded and the fund closed."

Brant Heywood Scholarship

The terms of reference for the Brant Heywood Scholarship have been amended at the request of the Faculty of Kinesiology and Recreation Management. The Scholarship has been offered each year, on a rotational basis, to one of the following sports: men's hockey, women's field hockey, men's volleyball, women's volleyball, football, men's basketball, women's basketball, men's swimming, women's swimming, men's track and field, women's track and field, men's cross country, women's cross country, men's gymnastics, and men's wrestling. Women's field hockey, men's gymnastics, and men's wrestling have been removed from the list as these teams no longer exist. In their place, women's hockey has been added to the list following men's hockey and soccer has been added following women's cross country.

Dr. Frank Kennedy Memorial Bursaries

The terms of reference for the Dr. Frank Kennedy Memorial Bursaries have been amended at the request of the Faculty of Kinesiology and Recreation Management. The number of bursaries offered each year will be changed from: two to: one or more.

Dick LaPage Scholarship

At the request of the Faculty, the selection committee for the Dick LaPage Scholarship has been changed from: named by the Dean of the Faculty of Physical Education and Recreation studies and will include the BPE Academic Coordinator and the Athletic Director to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management.

John A. MacDiarmid Scholarship

At the request of the Faculty, the selection committee for the Dick LaPage Scholarship has been changed from: named by the Dean of the Faculty of Physical Education and Recreation studies to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management.

Gord Mackie Athletic Therapy Scholarship

Several revisions have been made to the terms of reference for the Gord Mackie Athletic Therapy Scholarship, at the request of the Faculty of Kinesiology and Recreation Management.

- Criterion (1) was amended to clarify that the award is open to undergraduate students who are enrolled in the Bachelor of Kinesiology – Athletic Therapy Program. Also, the award has been opened to students enrolled in the Faculty of Graduate Studies, in the M.Sc. in Kinesiology or the Ph.D. in Applied Health Sciences.
- In criterion (4), the minimum degree grade point average required to hold the award has been increased from: 2.5 to: 3.0, as the award is now open to graduate students as well as undergraduate students.
- The selection committee has been amended from: the Director of the Athletic Therapy Centre, the Assistant Athletic Therapist, the Athletic Director, and Mr. Gord Mackie to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management and will include the Director, Bachelor of Kinesiology – Athletic Therapy program (or designate) and Mr. Gord Mackie (or designate).

Allan R. Miller Scholarship

At the request of the Faculty, the selection committee for the Allan R. Miller Scholarship has been changed from: the Bachelor of Recreation Management and Community Development Advisory Board to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management.

NFL / Budweiser Recreation Services Student Training Award

At the request of the Faculty, the selection committee for the NFL / Budweiser Recreation Services Student Training Award has been changed from: named by the Director of Bison Recreation Services and shall include the Director of Bison Recreation Services, the Coordinator of Adult Instruction, Intramurals and Leagues (or designate), and the Dean of the Faculty of Physical Education and Recreation Studies (or designate) to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management and will include the Director of Bison Recreation Services (or designate).

NFL / Budweiser Intramural Fair Play Award

The membership of the selection committee for the NFL / Budweiser Intramural Fair Play Award has been revised, at the request of the Faculty of Kinesiology and Recreation Management. The Dean of the Faculty of Kinesiology and Recreation Management (or designate) has been added to the membership of the selection committee, which is named by the Director Recreation Services and also includes the Coordinator of Intramurals (or designate) and the Intramural Manager (or designate) of the nominee's sport.

NFL / Budweiser Intramural Manager Award

At the request of the Faculty of Kinesiology and Recreation Management, the membership of the selection committee for the NFL / Budweiser Intramural Manager Award, which is named by the Director of Bison Recreation Services, has been amended. The Dean, Faculty of Kinesiology and Recreation Management (or designate) has been added and Prof. Hrenchuk has been removed.

NFL / Budweiser Recreation Services Aboriginal Student Development Award

At the request of the Faculty, the selection committee for the NFL / Budweiser Recreation Services Aboriginal Student Development Award has been changed from: named by the Director of Bison Recreation Services and shall include the Director of Bison Recreation Services, the Coordinator of Adult Instruction, Intramurals and Leagues (or designate), and the Dean of the Faculty of Physical Education and Recreation Studies (or designate) to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management and will include the Director of Bison Recreation Services (or designate).

Pinky Prize

The terms of reference for the Pinky Prize have been amended at the request of the donor.

- The following paragraph has been added to explain the purpose of the award when originally established in 2007:

The Pinky Prize was established in 2007 by Mrs. Trudi Graham to recognize the re-introduction of Pinky Plates into the curriculum between 2006 and 2008. In the 2008 Fall Awards, the Pinky Prize will be awarded to the student who has achieved the highest standing for the complete set of twenty-four Pinky Plates produced during Studios One and Two during the term 2007-2008.

- Beginning in 2008-2009 and continuing for a total of nine years, the Prize will be offered to an undergraduate student who:

- (1) has completed the second year of full-time study in the Environmental Design program in the Faculty of Architecture at the University of Manitoba (Studios One and Two);
 - (2) has shown the greatest advancement in the learning process based on course work completed in Design Studio 1 (currently numbered EVDS 1630) and Design Studio 2 (currently numbered EVDS 1640) in the year in which the award is tenable. This award is to recognize growth and development and is not simply to be based on marks alone.
- Membership on the selection committee has been amended from: named by the Dean of the Faculty of Architecture and will include the Department of Environmental Design Program Chair, Mrs. Trudi Graham (or designate), the Chair for Design Studio 1 and 2, and the professional designer who grades the Pinky Plates in the year in which the award is tenable to: be named by the Dean of the Faculty of Architecture and will include the Chair(s) of Design Studios 1 and 2 and the entire teaching team of instructors for both studios.

Jeffrey S. Train Athletic Therapy Award

A number of amendments have been made to the terms of reference for the Jeffrey S. Train Athletic Therapy Award, at the request of the donor.

- The opening paragraph has been revised to clarify that the purpose of the award is not necessarily to recognize academic excellence but to recognize those students who show commitment to excellence in practice.
- The minimum degree grade point average required to hold the Award has been changed from: 2.5 to: 2.0.
- A statement has been added that stipulates that the Award may not be held with any other scholarship for students in the Faculty of Kinesiology and Recreation Management.

At the request of the Faculty, the selection committee has been changed from: the Dean (or designate), the Director of the Athletic Therapy Clinic, and the Head of the BPE Program to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management and will include the Director of the Bachelor of Kinesiology – Athletic Therapy program (or designate)

Jeffrey S. Train Award

A number of amendments have been made to the terms of reference for the Jeffrey S. Train Athletic Therapy Award, at the request of the donor.

- The opening paragraph has been revised to clarify that the purpose of the award is not necessarily to recognize academic excellence but to recognize those students who show commitment to excellence in practice.
- The minimum degree grade point average required to hold the Award has been changed from: 2.5 to: 2.0.
- A statement has been added that stipulates that the Award may not be held with any other scholarship for students in the Faculty of Kinesiology and Recreation Management.

At the request of the Faculty, the selection committee has been changed from: named by, and will include, the Dean (or designate) and the Head of the BRS Program to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management

UMSU Bursaries

At the request of the Executive Committee of the University of Manitoba Students' Union, the terms of reference for the UMSU Bursaries have been revised. The amendments were required as graduate students no longer contribute fees to the UMSU scholarship and bursary fund.

- The first sentence has been amended to clarify that fifty-seven percent of the total monies collected for the UMSU scholarship and bursary fund will be allocated for bursaries, rather than forty percent of total monies collected for the UMSU scholarship and bursary fund and the UMSU endowment fund.
- At several points in the terms, references to 'students' have been amended to specify that the eligible pool of candidates for the UMSU Bursaries is 'undergraduate students' at the University of Manitoba.
- A statement has been added to the opening paragraph to recognise that the Manitoba Scholarship and Bursary Initiative has made a contribution to the UMSU Bursaries.
- In criterion (2)b., 'cumulative degree grade point average' has been changed to 'degree grade point average.'
- A number of editorial changes have been made.

UMSU Scholarships

At the request of the Executive Committee of the University of Manitoba Students' Union, the terms of reference for the UMSU Scholarships have been revised. The amendments were required as graduate students no longer contribute fees to the UMSU scholarship and bursary fund.

- The first sentence has been amended to clarify that forty-three percent of the total monies collected for the UMSU scholarship and bursary fund will be allocated for scholarships, rather than thirty percent of total monies collected for the UMSU scholarship and bursary fund and the UMSU endowment fund.
- At several points in the terms, references to 'students' have been amended to specify that the eligible pool of candidates for the UMSU Scholarships is 'undergraduate students' at the University of Manitoba.
- The selection criteria previously used to identify graduate student recipients have been deleted.
- A statement has been added to the opening paragraph to recognise that the Manitoba Scholarship and Bursary Initiative has made a contribution to the UMSU Scholarships.
- Criterion (3) has been revised to clarify that candidates will be assessed based on their sessional grade point average.
- A number of editorial changes have been made.

Western Canada Recreation Studies Conference Scholarship

A number of amendments have been made to the terms of reference for the Western Canada Recreation Studies Conference Scholarship, at the request of the Faculty of Kinesiology and Recreation Management.

- In criterion (4), the minimum degree grade point average required to hold the scholarship will be increased from: 3.2 to: 3.5, as the minimum degree grade point average required in order to

be named to the Dean's Honour Roll has increased since the terms of reference were established.

- The selection committee will be changed from: named by the Dean of the Faculty and will include the Associate Dean; the Coordinator, Recreation Studies Degree programme; the Vice-Stick Recreation, Faculty of Physical Education and Recreation Student Council; and one representative of the Recreation Studies Alumni Association to: the Undergraduate Academic Awards Committee of the Faculty of Kinesiology and Recreation Management.

3. Withdrawals

Jack Roy Longstaffe Bursary

The terms of reference for the Jack Roy Longstaffe Bursary were withdrawn from the University's awards program. The trust fund that supported this award has been exhausted.

Report of the Senate Committee on Academic Review

Preamble

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm
2. The Committee met on November 12, 2008, to consider a report from the Provost regarding academic program reviews.

Observations

1. This report covers the progress of academic program reviews for the period September 2007 through August 2008.
2. The Policy and Procedures for Academic Program Reviews cover undergraduate and graduate program reviews. During the period under consideration, nineteen graduate program reviews were completed.
3. Having reviewed summaries of the completed program reviews and accreditation reports, the Committee concluded that the academic program review process has been helpful in identifying strengths and suggesting improvements in our programs. In several cases, courses and programs have been significantly revised on the basis of these academic program reviews.
4. It was noted that the Faculty of Graduate Studies has established a task force to review time to completion issues and produce a report.
5. The Committee noted that graduate program reviews are proceeding according to the schedules approved by the Faculty of Graduate Studies and by the Provost.
6. A review of the process of graduate program reviews will occur once all programs have been reviewed, in about a year's time.
7. The Committee noted that comments of the Budget Dean which occur only in the later reviews reflect a change in the process.
8. With respect to undergraduate program reviews, the Committee noted that accreditation reports may be used in lieu of a program review. To date, no undergraduate program reviews have been submitted by unaccredited programs; it is expected that a number will be forthcoming over the next twelve months.
9. It was noted that there is some streamlining in the scheduling of undergraduate program reviews which allows for the concurrent review of major, minor, and honours programs offered in the same department.

10. Complete reports of academic program reviews may be seen in the office of the relevant Dean or program head.
11. Overall, the Committee is pleased to report that the Policy and Procedures governing Academic Program Reviews have been followed by all academic units.

Respectfully submitted,

Richard Lobdell, Chair
Senate Committee on Academic Review

/mb



UNIVERSITY
OF MANITOBA

Office of the
Vice-President (Academic) & Provost

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 480-1408
Fax (204) 275-1160

October 14, 2008

TO: Senate Committee on Academic Reviews
FROM: Dr. Robert Kerr, Vice-President (Academic) & Provost
SUBJECT: Academic Program Reviews – Report to SCAR

I am pleased to submit this report to the Senate Committee on Academic Reviews in respect of program reviews completed since my last report of October 2007.

The status of graduate program reviews is summarized in Table 1 (attached). Since my last report, reviews have been completed for twelve masters programs and seven doctoral programs. Summaries of these reviews are attached. As detailed in Table 1, many other program reviews are underway.

Several common themes are to be found in these completed graduate program reviews. Most review reports express concern about the level of financial support now available to graduate students. A number of these reviews urge improvement of laboratory, office, and common space for graduate students. Improvements are suggested with respect to the timely and efficient provision of program information to students. With regard to curricular issues, several reports urge that courses and programs be revised; e.g., the reports for Food Science and Human Nutrition Science advocate the establishment of separate doctoral programs in place of the current interdisciplinary doctoral program. And many reviews comment on the long average time to completion of degrees and urge that this issue be addressed.

Overall, these graduate program reviews have been very helpful in identifying strengths and suggesting improvements. Programs have generally accepted or adapted the recommendations of review reports. At my request, the Faculty of Graduate Studies has formed a Task Force on time to completion of graduate students. As we near the end of the first cycle of graduate program reviews, the Faculty of Graduate Studies will consider in what ways the current procedures and processes might be usefully modified in light of reviews completed during the past several years.

.../2

The status of undergraduate program reviews is summarized in Table 2 (attached). Recall that in the case of accredited programs, our Policy and Procedures normally accept accreditation reviews in lieu of formal academic program reviews. During the past year, there were no such accreditation reviews, but during 2008 and 2009 a number are scheduled. With respect to non-accredited undergraduate program reviews, there has been very slow progress though a number of such reviews are now in process in the Faculty of Arts and the Faculty of Science, and University 1 is conducting a review of its work modeled on the Policy and Procedures governing academic program reviews.

TABLE 1								
GRADUATE PROGRAM REVIEWS								
Status As Of 25 Aug 2008								
Year (01 July - 30 June)	Graduate Program	Scheduled to Begin	Self-Study Report	Review Team's Report	Program Reply	Budget Dean's Comments	FGS Dean's Comments	Provost's Report to SCAR
2001/02	Law	Oct 2001	Nov 2002	Apr 2003	Jul 2003		Oct 2003	Sep 2005
	Oral & Maxillofacial Surgery	Nov 2001	Aug 2002	Apr 2003	Jul 2003		Oct 2003	Sep 2005
	Periodontics	Nov 2001	Aug 2002	Apr 2003	Apr 2003		Nov 2003	Sep 2005
	Oral Biology	Nov 2001	Jul 2002	Mar 2003	2003		Oct 2003	Sep 2005
	Orthodontics	Dec 2001	Jul 2002	May 2003	Jul 2003		Oct 2003	Sep 2005
	Physiology	Jan 2002	2002	Mar 2003	2003		Nov 2003	Sep 2005
	Medical Microbiology	Feb 2002	Oct 2002	Mar 2003	Aug 2003		Oct 2003	Sep 2005
	Icelandic	Mar 2002	May 2005	N/A	N/A		May 2005	Sep 2005
	Classics	Apr 2002	Mar 2004	Oct 2004	Mar 2005	Apr 2006	May 2005	Sep 2005
	Anthropology	May 2002	Jan 2003	Jun 2003	Jul 2003		Nov 2003	Sep 2005
	French	Jun 2002	2002	May 2003	May 2003		Dec 2004	Sep 2005
2002/03	Education (M.Ed.)	Oct 2002	Aug 2003	Dec 2003	Oct 2004		Dec 2004	Sep 2005
	Chemistry	Nov 2002	Jul 2003	Feb 2004	Oct 2004		Dec 2004	Sep 2005
	Botany	Dec 2002	Mar 2004	Nov 2004	May 2005		May 2005	Sep 2005
	Microbiology	Jan 2003	Sep 2003	Apr 2004	Jun 2004		Dec 2004	Sep 2005
	Zoology	Feb 2003	Nov 2003	Feb 2004	Dec 2004		May 2005	Sep 2005
	Physics and Astronomy	Mar 2003	2003	Mar 2004	May 2004		Dec 2004	Sep 2005
	Pharmacy	Apr 2003	2004	Mar 2004	Nov 2004		Dec 2004	Sep 2005
	Pathology	May 2003	Jan 2004	n/d 2004	Jun 2004		Dec 2004	Sep 2005

GRADUATE PROGRAM REVIEWS									
Status As Of									
25 Aug 2008									
Year				Review				Provost's	
(01 July -		Scheduled	Self-Study	Team's	Program	Budget Dean's	FGS Dean's	Report to	
30 June)	Graduate Program	to Begin	Report	Report	Reply	Comments	Comments	SCAR	
2003/04	Surgery	Jul 2003	Apr 2004	Jun 2004	Nov 2004		Dec 2004	Sep 2005	
	English	Nov 2003	Aug 2004	2004	Feb 2005		May 2005	Sep 2005	
	Economics	Dec 2003	n/d 2004	May 2005	Jan 2006	Apr 2006	May 2006	Oct 2007	
	Architecture (Ext. Accred.)	Winter 04	N/A	2004	Oct 2004		Dec 2004	Sep 2005	
	Interior Design (Ext. Accred.)	2004	2004	Jul 2005	Jan 2006	Mar 2006	Mar 2006	Oct 2007	
	Agricultural Economics	Jan 2004	Sep 2004	Mar 2005	Jan 2007	Oct 2007	Oct 2007	Oct 2008	
	Plant Science	Feb 2004	2004	2005	Dec 2005	Feb 2006	May 2006	Oct 2007	
	Animal Science	Mar 2004	2004	Jun 2005	Nov 2005	Mar 2006	Jun 2006	Oct 2007	
	Entomology	Apr 2004	Aug 2006	Dec 2006	Mar 2007	Mar 2007	Jul 2007	Oct 2007	
	Food Science	May 2004	Feb 2005	May 2005	Jun 2006	Oct 2007	Oct 2007	Oct 2008	
	Soil Science	Jun 2004	Mar 2005	Nov 2005	Mar 2006	Mar 2006	Aug 2006	Oct 2007	
2004/05	Landscape Architecture (Ext. Accred.)	Winter 05	Nov 2004	2005	Nov 2005	Mar 2006	Jun 2006	Oct 2007	
	Philosophy	Feb 2005	Oct 2005	May 2006	Sep 2006	Nov 2006	Jul 2007	Oct 2007	
	Religion	Mar 2005	2005	May 2006	Sep 2006	Oct 2006	Jan 2007	Oct 2007	
	Education (Ph.D.)	Jun 2005	Sep 2006	Nov 2006	Mar 2007	Apr 2007	Jul 2007	Oct 2007	
2005/06									
	Kinesiology & Recreation Management	Oct 2005	Sep 2006	Feb 2007	Apr+Feb 07	Sep 2007	Feb 2008	Oct 2008	
	Pharmacology & Therapeutics	Nov 2005	Jul 2006	Jan 2007	Apr 2007	Aug 2007	Oct 2007	Oct 2008	
	Immunology	Dec 2005	Dec 2006	Jun 2007	Sep 2007	Sep 2007	Feb 2008	Oct 2008	
	Social Work (MSW Accred.)	2006	2006	2007	2007	2007	2007	Oct 2007	
	Medical Rehabilitation (MSc)	Jan 2006	2006	Mar 2007	Jul 2007	Sep 2007	Nov 2007	Oct 2008	
	Biochemistry & Medical Genetics	Feb 2006	Jan 2007	Apr 2007	Nov 2007	Aug 2007	Feb 2008	Oct 2008	
	Community Health Sciences	Mar 2006	Jan 2007	Apr 2007	Jul 2007	Sep 2007	Oct 2007	Oct 2008	
	Human Anatomy & Cell Science	Apr 2006	Dec 2006	Jul 2007	Nov 2007	Dec 2007	May 2008	Oct 2008	
	Human Nutritional Science (MSc)	May 2006	Jan 2007	Aug 2007	Nov 2007	Dec 2007	Feb 2008	Oct 2008	
	Foods and Nutritional Science (PhD)		Review discontinued due to PhD HNS & PhD FS proposals						Oct 2008

GRADUATE PROGRAM REVIEWS					Status As Of	25 Aug 2008	Year	Scheduled	Self-Study	Team's	Program	Budget Dean's	FGS Dean's	Report to	Provost's
							(01 July -	to Begin	Report	Report	Reply	Comments	Comments	Report to	SCAR
							30 June)	Graduate Program							
							2006/07	Computer Science	Oct 2006	Oct 2007	Feb 2008				
								Mathematics	Nov 2006	Nov 2007	Feb 2008	Jul 2008			
								Biosystems Engineering	Dec 2006	Nov 2007	Mar 2008	Jun 2008	Jul 2008		
								Civil Engineering	Dec 2006	n.d.,2008	Apr 2008	Aug 2008			
								Electrical & Computer Engineering	Dec 2006	Nov 2007	Mar 2008	May 2008			
								Mechanical & Manufacturing Engineering	Dec 2006	n.d.,2008	Jun 2008				
								Sociology	Jan 2007	Sep 2007	Feb 2008	Jun 2008	Aug 2008	Oct 2008	
								Geological Sciences	Feb 2007	Mar 2008	Jun 2008	Jul 2008			
								Psychology	Feb 2007	Dec 2007	Jun 2008				
								History	Mar 2007	n.d.,2008	Jun 2008				
								City Planning (Ext. Accred.)	Spring 07						
								German	May 2007						
								Native Studies	May 2007						
							2007/08	Asper School of Business	Fall 07						
								Political Studies	Oct 2007						
								Public Administration	Oct 2007						
								Canadian Studies (CUSB)	Nov 2007						
								Education (CUSB)	Nov 2007						
								Social Work (PhD)	Dec 2007						
								NRI	Jan 2008						
								Linguistics	Apr 2008						
								Music	Apr 2008						
								Environment & Geography	Jun 2008						
								Family Social Sciences	Jun 2008						
								Disability Studies	Jul 2008						
								Nursing	2009						
								Statistics	2010						
								Textile Sciences	2012						
								Social Work (PhD)	Deferred to next round						

TABLE 2	
UNDERGRADUATE PROGRAM REVIEWS	
As at 25 Aug 2008	
	REVIEW STATUS
FACULTY OF AGRICULTURAL AND FOOD SCIENCES	
Undergraduate Programs	
Bachelor of Science in Agriculture	Next Accreditation 2009
Bachelor of Science in Agribusiness	Next Accreditation 2009
Bachelor of Science in Agroecology	Next Accreditation 2009
Bachelor of Science in Food Science	Next Accreditation 2009
Diploma in Agriculture	2009
FACULTY OF ARCHITECTURE	
Bachelor of Environmental Design	Scheduled to begin Sep 2011
SCHOOL OF ART	
Bachelor of Fine Arts in Art (Hon)	Scheduled to begin Sep 2010
Bachelor of Fine Arts in Art History (Hon)	Scheduled to begin Sep 2010
Bachelor of Fine Arts in Art	Scheduled to begin Sep 2010
Bachelor of Fine Arts in Art History	Scheduled to begin Sep 2010
Diploma in Art	Scheduled to begin Sep 2010
FACULTY OF ARTS	
Anthropology	
Minor, BA (Gen), BA (Adv)	Scheduled to begin 2009
Classics	
Classical Studies: Minor, BA (Gen), BA (Adv)	Scheduled to begin 2009
Greek: Minor, BA (Adv)	Scheduled to begin 2009
Latin: Minor, BA (Ad)	Scheduled to begin 2009
Economics	
Economics: Minor, BA (Gen), BA (Adv), BA (Hon)	To be determined
Joint Economics - Mathematics Honours Program	To be determined
Joint Economics - Statistics Honours Program	To be determined
English, Film, and Theatre	
English: Minor, BA (Gen), BA (Adv), BA (Hon)	In progress: began July 2007
Drama: BA (Gen), BA (Adv)	In progress: began July 2007
Film Studies: Minor, BA (Gen), BA (Adv)	In progress: began July 2007
Theatre: Minor	In progress: began July 2007
French, Spanish, and Italian	
French: Minor, BA (Gen), BA (Adv), BA (Hon)	In progress: began 2008
Italian: Minor, BA (Gen), BA (Adv)	In progress: began 2008
Spanish: Minor, BA (Gen), BA (Adv)	In progress: began 2008
German and Slavic Studies	
German: Minor, BA (Gen), BA (Adv), BA (Hon)	Scheduled to begin May 2009
Polish: Minor	Scheduled to begin May 2009
Russian: Minor, BA (Gen), BA (Adv)	Scheduled to begin May 2009
Ukrainian: Minor, BA (Gen), BA (Adv)	Scheduled to begin May 2009
History	
Minor, BA (Gen), BA (Adv), BA (Hon)	To be determined
Icelandic	
Minor, BA (Gen)	To be determined
Interdisciplinary Studies	
Asian Studies: Minor, BA (Gen)	In progress: began Winter 2007
Canadian Studies: Minor, BA (Hon)	To be determined
Catholic Studies: Minor	To be determined
Central & East European Studies: BA (Gen), BA (Adv), BA (Hon)	To be determined
Global Political Economy: BA (Gen), BA (Adv)	To be determined
History of Art: Minor, BA (Gen)	To be determined
Labour and Workplace Studies: Minor, BA (Gen), BA (Adv)	To be determined
Latin American Studies: Minor	To be determined
Medieval & Renaissance Studies: Minor, BA (Gen), BA (Adv)	To be determined
Near Eastern & Judaic Studies: Minor	To be determined
Ukrainian Canadian Heritage Studies: Minor, BA (Gen), BA (Adv)	To be determined
Urban Studies: Minor	To be determined
Women's Studies: Minor, BA (Gen), BA (Adv), BA (Hon)	Scheduled to begin Sep 2008

UNDERGRADUATE PROGRAM REVIEWS	
As at 25 Aug 2008	
	REVIEW STATUS
Linguistics	
Minor, BA (Gen), BA (Adv)	To be determined
Native Studies	
Native Languages: Minor	To be determined
Native Studies: Minor, BA (Gen), BA (Adv)	To be determined
Philosophy	
Minor, BA (Gen), BA (Adv), BA (Hon)	To be determined
Political Studies	
Minor, BA (Gen), BA (Adv), BA (Hon)	Scheduled to begin Sep 2009
Psychology	
Minor, BA (Gen), BA (Adv), BA (Hon)	In progress: began 2007
Religion	
Minor, BA (Gen), BA (Adv), BA (Hon)	Scheduled to begin Sep 2009
Sociology	
Criminology: BA (Gen), BA (Adv)	In progress: began Jan 2008
Sociology: Minor, BA (Gen), BA (Adv), BA (Hon)	In progress: began Jan 2008
ASPER SCHOOL OF BUSINESS	
Bachelor of Commerce (Hon)	Next Accreditation 2008/09
FACULTY OF DENTISTRY	
Dental Hygiene Diploma	Next Accreditation Feb 2008
Doctor of Dental Medicine	Next Accreditation Feb 2008
FACULTY OF EDUCATION	
After-Degree Bachelor of Education	In progress: began Jan 2007
Integrated Degree: Music and Education	In progress: began Jan 2007
Post-Baccalaureate Diploma in Education	To be determined
FACULTY OF ENVIRONMENT, EARTH, AND RESOURCES	
Environmental Science: BEnvSc (Minor), (Gen), (Major), (Hon)	Scheduled to begin Sep 2010
Environmental Studies: BEnvSt (Minor), (Gen), (Major), (Hon)	Scheduled to begin Sep 2010
Geography: Minor, BA (Gen), BA (Adv), BA (Hon)	Scheduled to begin Sep 2010
Geology: BSc (Major), BSc (Hon)	Scheduled to begin Sep 2009
Geophysics: BSc (Major), BSc (Hon)	Scheduled to begin Sep 2009
FACULTY OF ENGINEERING	
Biosystems Engineering	
BSc	Completed 2007 (Next Accred 2010)
Civil Engineering	
BSc	Completed 2007 (Next Accred 2010)
Computer Engineering	
BSc	Completed 2007 (Next Accred 2010)
Electrical Engineering	
BSc	Completed 2007 (Next Accred 2010)
Manufacturing Engineering	
BSc	Completed 2007 (Next Accred 2010)
Mechanical Engineering	
BSc	Completed 2007 (Next Accred 2010)
FACULTY OF HUMAN ECOLOGY	
Bachelor of Health Sciences	To be determined
Bachelor of Health Studies	To be determined
Bachelor of Human Ecology	Scheduled to begin 2009
Bachelor of Human Ecology (Family Social Sciences)	Scheduled to begin 2008
Human Nutritional Sciences: BSc	Next Accreditation Visit 2009
Textile Sciences: BSc	Scheduled to begin 2009
FACULTY OF KINESIOLOGY & RECREATION MANAGEMENT	
Bachelor of Physical Education: BPE	Scheduled to begin Spring 2009
Bachelor of Kinesiology: BKIN	Scheduled to begin Spring 2009
Bachelor of Recreation Management & Community Development: BRMCD	Scheduled to begin Spring 2009
FACULTY OF LAW	
Bachelor of Laws: LLB	Scheduled to begin Sep 2008

UNDERGRADUATE PROGRAM REVIEWS	
As at 25 Aug 2008	
	REVIEW STATUS
FACULTY OF MEDICINE	
Doctor of Medicine: MD	Next Accreditation Visit 2011
Physical Therapy: BMR (PT)	Next Accreditation Visit 2008
Respiratory Therapy: BMR (RT)	Next Accreditation Visit 2008
FACULTY OF MUSIC	
Bachelor of Music	Scheduled to begin Sep 2010
Bachelor of Music (Composition)	Scheduled to begin Sep 2010
Bachelor of Music (History)	Scheduled to begin Sep 2010
Bachelor of Music (Performance)	Scheduled to begin Sep 2010
Post-Baccalaureate Diploma in Music Performance	Scheduled to begin Sep 2010
FACULTY OF NURSING	
Bachelor of Nursing: BN	Accreditation 2006 (Next Accred 2010)
FACULTY OF PHARMACY	
Bachelor of Science in Pharmacy	Completed 2007 (Next Accred 2013)
FACULTY OF SCIENCE	
Actuarial Mathematics (with the Asper School)	
Actuarial Mathematics: BSc (Hon)	Scheduled with Asper Accreditation, 2008/09
Joint Mathematics - Actuarial Mathematics Honours: BSc (Hon)	Scheduled with Asper Accreditation, 2008/09
Joint Statistics - Actuarial Mathematics Honours: BSc (Hon)	Scheduled with Asper Accreditation, 2008/09
Biological Sciences	
Biology: BSc (Major)	Scheduled to begin Sep 2009
Botany: BSc (Major), BSc (Hon), BSc (Hon) Double	Scheduled to begin Sep 2009
Ecology: BSc (Major), BSc (Hon)	Scheduled to begin Sep 2009
Zoology: BSc (Major), BSc (Hon), BSc (Hon) Double	Scheduled to begin Sep 2009
Chemistry	
Chemistry: BSc (Major), BSc (Hon)	In progress: began 2007
Joint Microbiology - Chemistry Program in Biochemistry: BSc (Major), BSc (Hon)	In progress: began 2007
Joint Microbiology - Chemistry Program in Biotechnology: BSc (Hon)	In progress: began 2007
Computer Science	
Computer Science: BCS (Major), BCS (Hon)	Completed 2007 (Next Accred 2012)
Joint Computer Science - Mathematics Program: BSc (Hon)	In progress with Math: began 2008
Joint Computer Science - Physics & Astronomy Program: BSc (Hon)	Scheduled to Physics begin 2009
Genetics	
BSc (Hon)	Scheduled with Biology to begin 2009
Mathematics	
Mathematics: BSc (Major), BSc (Hon), BSc (Hon) Double	In progress: began 2008
Applied Mathematics with Options: BSc (Major)	In progress: began 2008
Joint Mathematics - Actuarial Mathematics Honours: BSc (Hon)	Scheduled to begin 2008
Joint Computer Science - Mathematics Program: BSc (Hon)	In progress with Computer Science: began 2008
Joint Mathematics - Physics & Astronomy: BSc (Hon)	With Physics scheduled to begin 2008
Joint Statistics - Mathematics Program: BSc (Hon)	With Statistics scheduled to begin 2009
Joint Economics - Mathematics Honours Program: BSc (Hon)	Scheduled to begin 2008
Microbiology	
Microbiology: BSc (Major), BSc (Hon), BSc (Hon) Double	In progress with Chemistry: began 2007
Joint Microbiology - Chemistry Program in Biochemistry: BSc (Major), BSc (Hon)	In progress with Chemistry: began 2007
Joint Microbiology - Chemistry Program in Biotechnology: BSc (Hon)	In progress with Chemistry: began 2007
Physics & Astronomy	
Physics & Astronomy: BSc (Major), BSc (Hon)	Scheduled to begin 2009
Joint Computer Science - Physics & Astronomy Program: BSc (Hon)	Scheduled to begin 2009
Joint Mathematics - Physics & Astronomy: BSc (Hon)	Scheduled to begin 2009
Statistics	
Statistics: BSc (Major), BSc (Hon), BSc (Hon) Double	Scheduled to begin 2009
Joint Statistics - Actuarial Mathematics Honours: BSc (Hon)	Scheduled to begin 2008
Joint Statistics - Mathematics Program: BSc (Hon)	Scheduled to begin 2008
Joint Economics - Statistics Honours Program: BSc (Hon)	Scheduled to begin 2008
Other	
Psychology: BSc (Major), BSc (Hon)	With Arts: Scheduled to begin 2007
FACULTY OF SOCIAL WORK	
Bachelor of Social Work: BSW	Completed Accreditation 2007
ST BONIFACE COLLEGE	
Undergraduate Programs	To be determined




UNIVERSITY
OF MANITOBA

Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

MEMORANDUM

DATE: November 20, 2008
TO: Dr. David Barnard, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: Items approved by the Board of Governors on November 18, 2008

The Board of Governors, at a meeting held on November 18, 2008, considered the following items of interest to Senate:

Report of the Senate Committee on Awards

The Board of Governors approved the report of the Senate Committee on Awards Part A and Part B dated August 26, 2008.

Report of the Senate Planning and Priorities Committee

The Board of Governors approved the Siting of the West Grid Computing Building and the Siting of a Football Stadium within the Designated Sports and Active Living Precinct, as recommended by Senate in the report of the Senate Planning and Priorities Committee dated September 22, 2008.

CHARLES CROSS BIGELOW April 25, 1928 - November 25, 2008

Dean of Science, University of Manitoba 1979 - 1989

Charles (Charlie) Bigelow, of Victoria, died on November 25, 2008, of complications following a fall and subsequent surgery. Son of the late Tupper S. and Helen Cross Bigelow, Charlie is survived by his wife Elizabeth (Sellick); son David of Nanaimo, British Columbia and daughter Ann of St. Thomas, Ontario. After a somewhat dubious academic start seemingly aimed at graduating in the playing of bridge at the University of Toronto, Charlie went to the Royal Military College in Kingston as a member of the Class of the First 100 (2835), receiving a diploma in chemical engineering in 1952. A year later he received a B.A.Sc. in chemical engineering from the University of Toronto. He earned an M.Sc. in 1955 and a Ph.D. (in physical chemistry) in 1957, both from McMaster University. After completing graduate school, he worked in the field of protein chemistry at a number of important institutions including the Carlsberg Laboratory in Copenhagen, Denmark and The Sloane-Kettering Institute in New York City. Charlie started his teaching career at the University of Alberta and then settled in London, Ontario working as a professor of biochemistry at the University of Western Ontario. Following a decade of highly successful work at Western, Charlie became interested in administrative positions. He was head of biochemistry at Memorial University in St. John's, Newfoundland (1974 to 1977), Dean of Science at St. Mary's University in Halifax, Nova Scotia (1977 to 1979), and from 1979 to 1989 he held the position he loved the most, Dean of Science at the University of Manitoba. On stepping down from the deanship a year before the end of his term (always leave before they want you to) he was named a senior scholar and Dean Emeritus of the university, and later became Provost of University College at the U of M. Throughout his administrative career he remained an active researcher and influential teacher. Charlie was politically involved both in and out of universities. He became active in the faculty association while at Western and in 1972 was elected president of the Canadian Association of University Teachers (CAUT). He was provincial secretary of the Newfoundland New Democratic Party (1974 to 1976), president of the Nova Scotia NDP (1978 to 1979) and president of the Manitoba NDP (1982 to 1984). Charlie's political awareness and scientific background naturally led him to environmental education. He was very early in his identification of global warming as a real and serious problem and, as the self-declared local expert on the hole in the ozone screen; he was often invited to speak before groups of teachers and other interested parties. Charlie was a passionate book collector and reader. He loved the challenge of a good crossword puzzle, and became a legend the day he declared that the answer to 13 Across was rodomontade. He enjoyed a good party and his repertoire of stories and jokes seemed endless. Charlie and Elizabeth travelled extensively, most recently to San Francisco so as to be in the United States for the historic Obama election. At Charlie's request there will be no funeral, memorial, speeches or maudlin gatherings. His family asks that he be remembered by the raising of a glass and a toast to a life well lived. [Preceding by Courtesy of the *Winnipeg Free Press*]

As Dean of the Faculty of Science, Charlie had a distinct administrative style; he didn't spend his time on lengthy explanations and correspondence, and was given to writing simple one-word replies to lengthy submissions from administration. When faculty members, department heads or students arrived in his office with "big problems," he would hear them out, and, almost miraculously, these same people would leave his office calm and happy - whether or not the problem had been resolved. His interpersonal skills were one of his major strengths. He was a gifted teacher, and surprised the Department Head of Chemistry when, arriving as Dean in the Faculty of Science, he asked for a teaching assignment. It was through his teaching, that he sparked some of the early interest in environmental science at the University of Manitoba.

In keeping with his family's wishes, friends and colleagues at the University of Manitoba Faculty Club remembered Charlie on Tuesday, December 2, by raising a glass and toasting our former Dean and mentor.

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 Kevin Coombs will be the Speaker for the Executive Committee for the December 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. David Barnard, Chair
Senate Executive Committee

Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

/mb



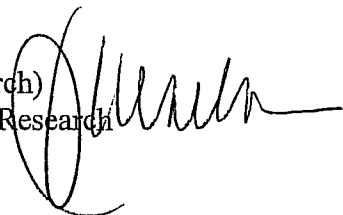
UNIVERSITY
OF MANITOBA

OFFICE OF THE
VICE-PRESIDENT (RESEARCH)

207 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-6915
Fax (204) 474-7568
www.umanitoba.ca/vpresearch

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Joanne C. Keselman, Vice-President (Research)
and Chair, Senate Committee on University Research 

DATE: November 27, 2008

SUBJECT: Periodic Review of Research Centres and Institutes: the Centre for Defence & Security Studies (CDSS)

Attached is the report on the review of the Centre for Defence & Security Studies (CDSS) conducted by the Senate Committee on University Research, according to the Policy on *Research Centres, Institutes, and Groups*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

JCK/nis
Encl.

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

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH:
REPORT ON THE REVIEW OF THE CENTRE FOR DEFENCE & SECURITY STUDIES
(CDSS)

Preamble:

1. The *Policy Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University research (SCUR) on a periodic basis but not less than once every five years. Accordingly and following the approval by Senate of the Policy, the Senate Committee on University Research has established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research is established. In accordance with the Policy, the task of each sub-committee is to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee is of the view that a full review of a specific research centre/institute is not warranted, it is further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

Observations:

1. The review process followed that which is outlined in section 3.3.1 of the Policy, and involved a review of annual reports of the Centre for Defence & Security Studies as well as a report prepared by Dr. Lasha Tchantouridze (in consultation with the Centre's Director) which contained:
 - A description of how and why the CDSS has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list, and a detailed financial statement;
 - A five-year plan which identifies future research directions and development strategies;
 - A letter of support from Dr. Richard Sigurdson, Dean, Faculty of Arts.
 - The names of individuals who could provide external assessments of the research centre/institute.
2. The membership of the sub-committee was as follows: Dr. Douglas Ruth, (Engineering), Chair, Dr. Michael Trevan (Agricultural & Food Sciences), and Mr. Andy Bonar (Graduate Studies Association).
3. The assessment of the sub-committee was as follows:

The sub-committee concluded from its review that the Centre for Defence & Security Studies has met its overall goals and objectives. Further, the Centre has a convincing plan for the next five years, along with a stable funding source (\$120,000 annually) to enable the plan. They also have additional funding sources for special projects such as conferences and workshops.

Over the last 5 years, the twelve members of the Centre have a commendable record of research and training achievements, with 15 books, 40 book chapters, 94 peer reviewed articles, 142 conference/workshop papers, 27 reports, 43 book reviews, and 10 editorial assignments. Over forty graduate students have been supervised as part of the Centre's activities. Recently, a new inter-disciplinary doctoral program in Peace and Conflict Studies has been implemented at the University, which will provide additional study and research opportunities. Members of CDSS are adjuncts to the program and provide research holdings and resources.

External collaborative activities have been conducted with the Harry S. Truman Institute (Israel), Canadian Forces Aerospace Warfare Centre (Dalhousie University), and the University of Quebec. In addition, the Centre has hosted a large number of national and international military and consulate leaders. The Centre also hosted scholars from the United States, Sweden, Israel, and Norway. The Centre is involved in a variety of outreach activities including speaking to high school classes, Creative Retirement Manitoba, and Canadian Forces reservists,

With respect to the Centre's contribution to graduate training, the sub-committee noted that it believed these contributions were understated in the Director's report. Because the Department of Political Studies does not offer a doctoral program, this report indicated that no doctoral degrees were awarded. The sub-committee noted, however, that members of CDSS work in many departments that do work at the doctoral level, and that, like the Centre's record of research achievements, this activity should be noted. The sub-committee also suggested that it work to more fully engage academics outside of the Department who are working in areas of relevance to the Centre.

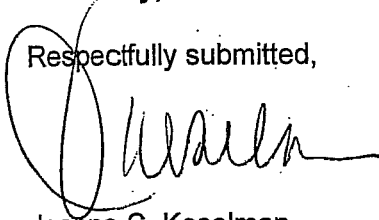
4. At the October 24, 2008 meeting of SCUR, the sub-committee recommended and SCUR approved the recommendation that a full review of the research centre was not warranted and that the Centre for Defence & Security Studies should continue for a five-year period.

Recommendation:

On behalf of the Senate Committee on University Research, I am recommending to Senate Committee on University Research:

That the Centre for Defence & Security Studies continue for a five year period, beginning 7 January, 2009.

Respectfully submitted,



Joanne C. Keselman
Vice-President (Research)
And Chair, Senate Committee on University Research



UNIVERSITY
OF MANITOBA

Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

DATE: November 27, 2008
TO: Dr. David Barnard, Chair of Senate
FROM: Jeff M. Leclerc
SUBJECT: Accessibility for Students with Disabilities Policy and Procedures

I attach for the consideration of the Senate and the Board of Governors a draft Policy and Procedures on Accessibility for Students with Disabilities . These Documents were developed by the Vice-Provost (Student Affairs) and the Executive Director of Student Services.

This proposal Policy and Procedures will supercede the old Policy Accessibility for Students with Disabilities (January 26, 1995), updating the language and separating policy matters from procedural matters. Reference to both PHIA and FIPPA are included in both documents for added protection for students.

I request that these documents be placed before the appropriate bodies at their next meetings.

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



UNIVERSITY OF MANITOBA POLICY

No. _____	Effective Date: _____
Title: <u>Accessibility for Students with Disabilities</u>	Review Date: _____
Approving Body: <input checked="" type="checkbox"/> Board of Governors <input type="checkbox"/> Senate <input type="checkbox"/> Administration (specify): _____	
Authority <input checked="" type="checkbox"/> <i>University of Manitoba Act</i> Section # 16(1)b _____ <input type="checkbox"/> Other Legislation [name and section #] _____ <input type="checkbox"/> Bylaw [name and section #] _____ <input type="checkbox"/> Policy <u>Universal Accessibility</u>	
Implementation: <u>President, delegated to the Vice-President (Academic) & Provost</u> Contact: <u>Vice-Provost (Student Affairs)</u>	
Applies to: <input type="checkbox"/> Board of Governors members <input type="checkbox"/> External Parties <input type="checkbox"/> Senate members [Specify applicable external parties] <input checked="" type="checkbox"/> Faculty/School Councils <input type="checkbox"/> Employees <input checked="" type="checkbox"/> Students [Specify applicable employee organizations and employment groups]	

1.0 Reason for Policy

- 1.1 The University of Manitoba strives to ensure an accessible learning and working environment and is thereby committed to providing reasonable accommodation of the needs of persons with documented disabilities.
- 1.2 The purpose of this policy is to support an accessible learning environment where students with disabilities, who are admitted to the University of Manitoba, can gain access to all programs for which they are academically qualified.

2.0 Policy Statement

2.1 General

The University shall endeavour to foster, create, and maintain an accessible campus and provide other supports and services to students with disabilities.

2.1.1 The University of Manitoba will use reasonable efforts to ensure that students with disabilities are considered for admission to programs for which they are academically qualified; and have full and safe access to the educational process and learning environment (including but not limited to classes, laboratories, and workshops), the university campus, and university facilities and services.

2.1.2. The University will use reasonable efforts to offer reasonable accommodations in the delivery of academic programs and services to students with disabilities.

2.2 The Disability Services (DS) office is the centralized service for the University of Manitoba community. DS provides a focus for activity and expertise regarding disability-related accommodations within the University, and for liaison with outside organizations regarding accessibility issues, and programs and services for students with disabilities at the University of Manitoba. In providing accommodations, the DS office will:

2.2.1 request and evaluate appropriate medical documentation from students requesting assistance from DS and assign appropriate services to meet the needs of each student by adapting services, courses, and programs as feasible;

2.2.2. ensure that the University's criteria for academic excellence will not be compromised; and

2.2.3 inform the University community about the services available to students with disabilities through the DS office, and seek to ensure that such services are delivered in ways that promote equity, recognizing that performance is not inferior merely because it is different.

2.3 The University is responsible for maintaining the confidentiality of disability related information under *The Freedom of Information and Protection of Privacy Act* (Manitoba) and *The Personal Health Information Act* (Manitoba), including limiting the distribution of that information to only those parties that require the information to determine appropriate accommodation.

2.4 The University expects that students, instructors and support staff will share the responsibility for the delivery of reasonable accommodations.

2.5. The University will foster a supportive University community by working to inform and educate community members about issues related to disabilities.

- 2.6. Students requesting accommodations are responsible to initiate contact with the DS office and make the nature of their disability and/or their needs known in a timely fashion. Where possible, students are requested to declare their needs to DS staff before or at the time they register for, or are admitted into, a program.

3.0 Accountability

- 3.1 The University Secretary is responsible for notifying the Vice President (Academic) and Provost that a formal review of this Policy is required.
- 3.2 The Vice President (Academic) and Provost is responsible for the communication, administration and interpretation of this policy.

4.0 Secondary Documents

- 4.1 The President or Vice President (Academic) and Provost may approve Procedures which are secondary to and comply with this Policy.

5.0 Review

- 5.1 Formal Policy reviews will be conducted every ten (10) years. The next scheduled review date for this Policy is January 1,2017.
- 5.2 In the interim, this Policy may be revised or rescinded if:
a) the Board of Governors' deems necessary; or
b) the Policy is revised or rescinded.
- 5.3 If this Policy is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
a) comply with the revised Policy; or
b) are in turn rescinded.

6.0 Effect on Previous Statements

- 6.1 This policy supercedes the following:
- a) all previous Board of Governors' polices, and resolutions on the subject contained herein;
 - b) all previous administration policies and resolutions on the subject matter contained herein; and
 - c) Policy 1211: Accessibility Policy for Students with Disabilities.

7.0 Cross References

Cross References

[Indicate names and numbers of other specific Governing Documents which should be cross referenced to this Governing Document. Include section # of other Governing Documents if appropriate.]

Cross referenced to: (1) Procedures: Accessibility for Students with Disabilities
(2) _____
(3) _____
(4) _____

UNIVERSITY OF MANITOBA PROCEDURE(S)

No. _____	Effective Date: _____
Title: <u>Accessibility for Students with Disabilities</u>	Review Date: _____
Approving Body: <input type="checkbox"/> Board of Governors <input type="checkbox"/> Senate <input checked="" type="checkbox"/> Administration (specify): <u>President</u>	
Authority: <input type="checkbox"/> Bylaw [name and section #] _____ <input type="checkbox"/> Regulation [name and section #] _____ <input checked="" type="checkbox"/> Policy [name and section#] <u>Accessibility for Students with Disabilities</u>	
Implementation: <u>President, delegated to the Vice-President (Academic) & Provost</u>	
Contact: <u>Vice-Provost (Student Affairs)</u>	
Applies to:	
<input type="checkbox"/> Board of Governors members <input type="checkbox"/> Senate members <input type="checkbox"/> Faculty/School Councils <input type="checkbox"/> Department Councils <input type="checkbox"/> Students	<input type="checkbox"/> External Parties [Specify applicable employee organizations] <input type="checkbox"/> Employees [Specify applicable employee organizations and employment groups]

1.0 Reason for Procedure(s)

- 1.1 The University of Manitoba strives to ensure an accessible learning and working environment and thereby is committed to providing reasonable accommodation of the needs of the person with documented disabilities.
- 1.2 The purpose of these procedures is to support an accessible learning environment where students with disabilities, who are admitted to the University of Manitoba, can gain access to all programs for which they are academically qualified.

2.0 Procedures

2.1 Definitions

- 2.1.1 Student(s) with a Disability(ies): Any students(s) registered with the Disability Services (DS) office following procedures as outlined in section 2.3.
- 2.1.2 Accommodations: A service provided through the DS office which allows the student access to programs at the University of Manitoba.
- 2.1.3 DS Advisor DS staff responsible for providing direct service to students with disabilities.
- 2.1.4 Interpreter: DS Staff American Staff Language/English interpreter responsible for providing course-related interpretation.
- 2.1.5 Invigilator: DS Staff responsible for overseeing tests and exams written at DS.
- 2.1.6 Scribe/Reader DS staff responsible for working one-on-one with a student to write on behalf of the student or read course-related information to the student.

2.1.7 Computerized Notetaker: DS staff responsible for providing in-class notetaking services on a computer for students who are hard of hearing or deaf.

2.2 Accommodations for Students with Disabilities

Students requesting disability-related accommodations are responsible to initiate contact with the DS office and make the nature of their disability and/or their needs known in a timely fashion. Where possible, students are requested to declare their needs to DS staff before or at the time they register for, or are admitted into, a program.

2.3 Registering with the DS Office

2.3.1 DS staff are available to assist both students and staff members if adaptations are necessary for students to accomplish academic goals. In order to facilitate appropriate accommodations of a student's disability related needs, DS requests that students with disabilities register with the office as soon as possible. (See Section 2.2)

2.3.2 Students registering with DS must provide the following information:

2.2.3.1 Name, contact information, student number

2.2.3.2 Documentation from an accredited professional which should include:

- a) Name of diagnostician;
- b) Name of the diagnostic tests used;
- c) Date of the Clinical testing;
- d) How the disability will affect the student on campus, in classroom settings, and during test and exams;
- e) An indication of the duration of the student's period of disability;
- f) Recommendations of appropriate accommodations to be made for that student.

2.3.3 All personal information, including personal health information, shall be kept confidential in accordance with *The Freedom of Information and Protection of Privacy Act* (Manitoba) and *The Personal Health Information Act* (Manitoba).

2.3.4 Based on information provided by accredited medical professional, expertise of DS staff, and standards for accommodations for similar disability types, DS will coordinate the implementation of appropriate and reasonable accommodations for students with disabilities.

2.3.5 Students must schedule a meeting with DS staff to discuss their accommodations and acquaint themselves with the with DS procedures. The following documents should be prepared by DS staff for each student as required:

- a) Instructor Letter (outlining individual needs for distribution to instructors); and
- b) Tests/Exams Particular Forms (to be completed for each test/exam).

2.3.6 As part of the registration process, students should be made aware of the Canada Study Grant program of funding.

2.4 The Canada Study Grant

2.4.1 All eligible students will be requested to complete an application for a Canada Study Grant or notify DS of ineligibility for the grant.

2.4.2 Upon receipt of a Canada Study Grant, any portion designated for services retained through the DS office at the University of Manitoba should be submitted to the DS office. A receipt will then be issued to the student for their records.

2.5 Priority Registration

2.5.1 Priority registration allows certain students to access the registration system before their scheduled registration date. Students may require priority registration for several reasons, including the need to schedule classes at certain times of the day, the need to know class requirements and times well in advance to order textbooks in alternate formats, or the need for staff to notify instructors of any necessary accommodations.

2.5.2 The date for priority registration is listed in The University of Manitoba Calendar as "Registration for students with disabilities"

2.6 ASL/Computerized Note-taking Interpretation

2.6.1 DS provides ASL/English interpretation and computerized note-taking to students who are Deaf or hard-of-hearing.

2.6.1.1 Students must be registered at the University of Manitoba and DS.

2.6.1.2 A meeting with the appropriate DS Advisor must be arranged to discuss interpreting needs, preferences and other accommodations through DS.

2.6.1.3 A timetable must be provided immediately following acceptance into courses. The timetable must include the course names, numbers, slots, labs, locations, and professor names if available.

2.6.1.4 Students are expected to adhere to University of Manitoba regulations regarding attendance in classes. Interpreters will wait, outside the class, fifteen minutes for late students for classes up to 90 minutes long. For classes longer than 90 minute interpreters will wait 30 minutes.

2.6.1.5 Students may request interpreting services for any appointments they have at the University of Manitoba, for example, special lectures, administrative meetings, etc. DS must be provided with the following information: names of the people involved, date and time of the appointment, expected duration, location, general nature of the appointment and language preference (ASL, English-based signing, etc.) Students should provide as much advance notice as possible to increase the chances of finding available interpreters.

2.6.1.6 Students who are Deaf or hard-of-hearing may choose to write their tests or exams in the class or with the DS office. If they would like to write in DS they must follow the appropriate procedure for booking tests and exams (see Section 2.11).

2.6.1.7 Interpreting services are provided to all students who require them, regardless of the personal resources of the student. Some students may choose to apply for external funding to supplement the provision of these services on campus.

2.7 Textbooks in Alternate Form

- 2.7.1 Textbooks can be ordered in alternate formats for students who are blind, visually impaired, or have a print disability such as dyslexia or other learning disability. Texts are supplied by Special Material Services, Government of Manitoba.
- 2.7.2 Students must be registered with Special Materials Services and with Reading for the Blind & Dyslexic in order to receive this service. Once registered, students can either deal directly with Social Materials Services or can order books through the DS office. If the student wants DS to order the books on their behalf, they must provide their book list three months in advance to allow for delivery or production of books.
- 2.7.3 Texts are available in Braille, electronic format, large print, or audio format. Students may need a 4-Track Tape Player in order to listen to the audiotapes. DS has a number of these machines, and loans them to students.

2.8 On-Campus Transportation

- 2.8.1 The University of Manitoba operates a wheelchair accessible van. Students with mobility disabilities may use the transit service to and from their classes on campus. Rides must be booked in advance, through the DS office.

2.8.1.1 Students must contact DS (in advance) with the following information:

- a) Name, student number, phone number
- b) Schedule for rides (i.e. pickup and drop off times);
- c) Location preference (i.e. the door that is preferred); and
- d) Equipment used (i.e. wheelchair, crutches, cane etc.)

2.8.2.2 DS staff will contact Physical Plant dispatch office in order to arrange for transportation.

2.8.2.3 Students are responsible to report any changes in their schedules to the DS office as soon as they occur. If a student consistently misses a rides, they will be removed from the transportation schedule.

2.9 Lift Keys

Several elevators and lifts at the University of Manitoba campus require key access. DS signs out keys to students or visitors to campus.

2.10 Classroom Accommodations

2.10.1 Instructor Letters

As soon as students are registered for courses, DS sends a letter to each of their instructors. The letter informs the instructor that the student is registered with DS in the letter, and the instructors are invited to an information session regarding the provision of accommodations to students with disabilities.

2.10.2 Special equipment in the classroom

- 2.10.2.1 DS has an inventory of adaptive equipment that can be placed in classrooms for students use. This equipment includes ergonomic chairs. Podiums, height adjustable tables, tape recorders, and in

some cases, video equipment. Students must contact DS to arrange for this equipment, and must provide room numbers and the times the equipment is needed. DS staff will contact Physical Plant to have the equipment transferred to the classroom.

- 2.10.2.2 In some cases, equipment had been shared between the University of Manitoba, University of Winnipeg, and Red River College. This is done on a case-by-case basis and is arranged by the Coordinator of each institution.

2.10.3 Volunteer Note-Takers

- 2.10.3.1 Students whose disability makes it difficult for them to take notes in class can be provided with Volunteer Note-Takers in their classes upon request. An announcement is made on behalf of the student asking for volunteers. The student is not pointed out, and in some cases the student remains anonymous and notes will be dropped off at the DS office under a code name. If the student wishes, they can arrange to share notes from someone else in the class on their own.

- 2.10.3.2 DS allows any student registered with the office to use the photocopier free of charge. Students and/or their note-takers can copy notes in the DS during office hours. If a student is unable to get to the DS office during regular office hours, DS can arrange to purchase a copy card for the student to use elsewhere on campus.

2.11 Test and Exam Accommodations

2.11.1 Scheduling Tests/Exams

- 2.11.1.1 Students who wish to access test or exam accommodations should contact DS at least two weeks in advance in order to book the test/exam and to receive a Test/Exam Form.
- a) Students must provide DS with the following information:
 - i) Title of the course and course number;
 - ii) Time slot (include time and day of week);
 - ii) Professor name and phone number;
 - iv) Date of the test/exam; and
 - v) Time of test/exam,
 - b) Students must then contact their instructor and ask them to fill out the Test/Exam Form completely, Please encourage the Instructor to read the entire particular form and to fill the form completely. It is very important to be able to contact the Instructor before, during and after the exam time in the event that the student (who is writing in the DS office) has a question.

2.11.2 Acquiring Tests and Exams

- 2.11.2.1 The Instructor (or their designate) is expected to bring the test or exam to the DS office prior to the scheduled start time. During Final Examination periods, the Registrar's Office (RO) prints some of the exams. In a course where the RO prints the exam DS will

retrieve the exam from the RO and in that case, the Instructor does not need to deliver the exam to the DS office.

- 2.11.2.2 DS will contact the Instructor one or two days before the scheduled test/exam to remind them to provide a copy of the test/exam to the office.
- 2.11.2.3 Test and Exams shall be kept in a locked drawer until they are written. Completed tests/exams shall be sealed, stamped and filed in the office for pickup by the Instructor or their designate.

2.11.3 Invigilating Tests and Exams at DS

- 2.11.3.1 DS adheres to the regulations for invigilating tests and exams as set out in the University of Manitoba General Academic Regulations and Requirements Section 4.2 "Examination", Policy: Examination Regulations. Except when special permission has been granted by the instructor, students are expected to complete their tests/exams during the same time slot as their classmates. The University of Manitoba Examination Regulations permit a student to arrive up to thirty minutes late for a regularly scheduled examination. To safeguard examination security, students writing with DS must arrive within thirty minutes of the scheduled start time, and must remain for thirty minutes from the start time of the regularly scheduled test/exam.
- 2.11.3.2 Students shall be closely supervised at all times while writing tests/exams. If students have questions for their professors, DS staff will try to contact the instructor by phone or by walking to the room where the exam is being written. Instructors are encouraged to visit the DS office during the exam in case of questions.

2.11.4 Use of Readers and Scribes

Readers and Scribes are staff in DS who provide assistance for students with reading, writing, or typing their tests, exams, and assignments. Reading and scribing takes place in many different forms, including reading exam questions, typing test answers onto a computer, filling in a bubble sheet for a student, etc. Readers and Scribes must record the student's answers word-for-word. They do not interpret or re-word the exam questions or the students answers.

- 2.12 The University of Manitoba cannot guarantee accommodations and may be required to alter the level and/or type services and accommodations it provides without breaching its legal obligation under this policy.

2.13 Working with Faculty

DS staff are available to Faculties, Schools and Departments, and individual Instructors for consultation regarding accommodations for students with disabilities. DS can provide informational workshops, handouts, feedback, on course outlines and evaluation methods, and informal advice on accommodating particular students.

2.14 Challenging/Disagreeing with Proposed Accommodations

DS staff have expertise in reviewing professional documentation and determining appropriate accommodations for students registered at DS. If a proposed accommodation is considered to compromise the academic integrity of a course or program of study, Faculty members or students may contact the Coordinator of DS to discuss the area of concern. If the matter is not resolved at this level, a referral to the Director of Student Advocacy and Resource Services shall be made. If the matter requires further consideration, either the Director of Student Advocacy and Resource Services of the faculty representative or student may refer the matter to the Executive Director, Student Services for resolution.

3.0 Accountability

- 3.1 The University Secretary is responsible for advising the Vice-President (Academic) and Provost that a review of the Procedure is required.
- 3.2 The Vice-President (Academic) and Provost is responsible for the communication, administration and interpretation of these procedures.

4.0 Review

- 4.1 Formal Procedure reviews will be conducted every ten (10) years. The next scheduled review date for Procedures are January1, 2017.
- 4.2 In the interim, these Procedures may be revised or rescinded if:
 - (a) the Vice-President (Academic) and Provost deems necessary; or
 - (b) the relevant Policy is revised or rescinded.
- 4.3 If these procedures are revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
 - (a) comply with these revised procedures; or
 - (b) are in turn rescinded.

5.0 Effect on Previous Statements

- 5.1 These Procedures supersede the following:
 - (a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
 - (b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
 - (c) Policy: Accessibility for Students with Disabilities (June 26, 1995)

6.0 Cross References

Cross referenced to: (1) Policy: Universal Policy
(2) Respectful Work and Learning Environment Policy and Procedures
(3) Examination Regulations
(4) _____