

**Senate  
Senate Chamber  
Room E3-262 Engineering Building  
WEDNESDAY, May 13, 2009  
1:30 p.m.  
Regrets call 474-6892**

## AGENDA

**CANDIDATES FOR DEGREES,  
DIPLOMAS AND CERTIFICATES - MAY 2009**

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This report will be available at the Senate meeting. A copy of the list of graduands will be kept at the front table for examination by members of Senate.

## II REPORT ON MEDALS AND PRIZES TO BE AWARDED AT THE SPRING CONVOCATION

This report will be available at the front table in the Senate Chamber for examination by members of Senate.

### III MATTERS TO BE CONSIDERED IN CLOSED SESSION

## **1. Report of the Senate Committee on Honorary Degrees**

This report will be distributed to members of Senate at the meeting. Documentation will be available for examination by eligible members of Senate the day preceding the Senate meeting.

#### IV ELECTION OF SENATE REPRESENTATIVES

## 1. To the Board of Governors

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## 2. To the Senate Executive Committee

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### 3. Election of a Student Member to the Senate Executive Committee

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## V MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

**1. Report of the Senate Committee  
On Curriculum and Course Changes  
Re: Minor Course and Curriculum Changes**

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## 2. Revision to Academic Schedule for 2009-2010

**a) Faculty of Medicine:  
Med I and Med II mid-term break**

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**b) Faculty of Medicine:  
Fall 2009 start date for Med III**

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## **VI      MATTERS FORWARDED FOR INFORMATION**

### **1.      Annual Reports of Standing Committees of Senate**

a)	<u>Academic Computing</u>	Page 53
b)	<u>Academic Dress</u>	Page 54
c)	<u>Academic Freedom</u>	Page 55
d)	<u>Academic Review</u>	Page 56
e)	<u>Admissions</u>	Page 57
f)	<u>Admission Appeals</u>	Page 59
g)	<u>Animal Care</u>	Page 60
h)	<u>Appeals</u>	Page 62
i)	<u>Approved Teaching Centres</u>	Page 63
j)	<u>Awards</u>	Page 64
k)	<u>Calendar</u>	Page 68
l)	<u>Curriculum and Course Changes</u>	Page 69
m)	<u>Ethics of Research Involving Human Subjects</u>	Page 70
n)	<u>Honorary Degrees</u>	Page 72
o)	<u>Instruction and Evaluation</u>	Page 73
p)	<u>Joint Master's Program</u>	Page 74
q)	<u>Joint Master's Program Appeals</u>	Page 75
r)	<u>Libraries</u>	Page 76
s)	<u>Medical Qualifications</u>	Page 77
t)	<u>Nominations</u>	Page 78
u)	<u>Planning and Priorities</u>	Page 79
v)	<u>Rules and Procedures</u>	Page 81
w)	<u>University Research</u>	Page 82

2.	<u>Report of the Senate Committee on Awards – Part A</u>	Page 84
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3.	<u>Statement of Intent for a Ph.D. in Environment and Geography</u>	Page 93
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4.	<u>Schedule of Meetings and Agendas Mailings for Senate and Senate Executive Committee</u>	Page 102
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VII	<u>REPORT OF THE PRESIDENT</u>	Page 103
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## **VIII    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.

## **IX      CONSIDERATION OF THE MINUTES OF THE MEETING OF APRIL 1, 2009**

## **X       BUSINESS ARISING FROM THE MINUTES**

## **XI     REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

1.	<u>Report of the Senate Executive Committee</u>	Page 108
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2. **Report of the Senate  
Planning and Priorities Committee**
  - a) The Chair will make an oral report of the Committee's activities.
  - b) **SPPC Report on the Siting of Pembina Hall Residence** Page 110

## **XII REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS**

1. **Report of the Senate Committee on Admissions** Page 117  
**RE: a proposal from the Faculty of Medicine to add requirements for an adult criminal record check and a child abuse registry check to the admission process**
2. **Report of the Senate Committee on Instruction and Evaluation** Page 119  
**RE: Proposal from the Faculty of Medicine**
3. **Proposal from the Faculty of Graduate Studies for a Ph.D. in Native Studies**
  - a) **Program proposal** Page 127
  - b) **Report of the Senate Planning & Priorities Committee** Page 181
4. **Proposal from the Faculty of Graduate Studies for a Master's of Physical Therapy**
  - a) **Program proposal** Page 183
  - b) **Report of the Senate Planning & Priorities Committee** Page 216
5. **Proposal from the School of Dental Hygiene, Faculty of Dentistry for a Degree Completion Program**
  - a) **Program proposal** Page 218
  - b) **Report of the Senate Committee on Curriculum and Course Changes** Page 240
  - c) **Report of the Senate Planning & Priorities Committee** Page 242
6. **Report of the Senate Committee on Awards – Part B** Page 244
7. **Report of the Senate Committee on University Research – Periodic Review of Research Centres and Institutes**  
**RE: The Institute of Cardiovascular Sciences** Page 246

8. **Report of the Senate Committee on Rules and Procedures**  
**RE: Revision of the list of Assessor positions on Senate**

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**XIII ADDITIONAL BUSINESS**

**XIV ADJOURNMENT**

Please Call Regrets to 474-6892 or [meg\\_brolley@umanitoba.ca](mailto:meg_brolley@umanitoba.ca).

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## **CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES**

### **1. Degrees Notwithstanding a Deficiency**

A list of students to be considered for degrees notwithstanding a deficiency will be distributed at the meeting.

**Deans and Directors** should note that they may be asked to explain the circumstances leading to the recommendations from their respective Faculties or Schools.

At the conclusion of discussion of the report, the Speaker of the Senate Executive Committee will make the appropriate motion(s).

### **2. Report of the Senate Committee on Appeals**

An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

### **3. List of Graduands**

A list of graduands will be provided to the University Secretary on the day of the meeting. The list will not be distributed to members of Senate but will be open for inspection by individual members of Senate.

The list to be provided to the University Secretary will be a compilation of the lists of the graduands of each Faculty and School.

The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Registrar up to May 15, 2009.

## **Election of Senate Representatives to the Board of Governors**

### **General**

The procedures to be followed for the election of members of Senate to the Board of Governors can be found on the web at:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/senate\\_rules/524.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/senate_rules/524.htm)

Among the more important procedures are the procedures governing nominations, the means of balloting, and the procedures to be followed in the event of a tie vote.

Special attention is directed to Point 3, which reads in part "...If the person nominated is not present, the nominator must state that the person nominated has consented to the nomination."

### **Election of Senate Representatives to the Board of Governors**

1. The following resolution was approved by Senate on June 4, 1997: *"That Senate rescind its resolution of March 9, 1976 reserving one of its seats on the Board of Governors for a student Senator"*.
2. The following resolution was approved by Senate on June 4, 1997: *"That in the future, as openings occur, Senate assure itself that at least one of the three individuals who represent it on the Board of Governors has no administrative responsibilities greater than those of department head at the time of election"*.

#### 3. Members-at-large

According to Section 27(4) of *The University of Manitoba Act* (the "Act"), a member of Senate elected by a faculty or school council who has been subsequently elected by Senate to the Board and whose term of office on Senate expires before his or her term of office on the Board, shall be appointed by Senate to be a member-at-large of Senate for the remainder of his or her term on the Board unless re-elected to Senate.

#### 4. Students and *Ex Officio* Members

Students and *ex officio* members who are elected to represent Senate on the Board of Governors, but whose membership on Senate expires prior to their membership on the Board are dealt with under the terms of the Act (Section 10(2)).

Pursuant to Section 10(2) of the Act, the Senate Executive Committee shall bring to Senate a motion to grant assessor status on Senate for the remaining portion of a student or *ex officio* member of Senate who was elected to represent Senate on the Board of Governors and whose term on Senate has expired prior to the person's term on the Board. Should such a motion fail, a motion to terminate the membership on the Board of Governors as a Senate representative shall be adopted.

5. Present Senate representatives on the Board:

Dean D. Ruth (Engineering)	2011
Professor J. Anderson (member-at-large)	2009
Dean R. Sigurdson (Arts)	2010

6. Not eligible for election are: the Chancellor; the President; and the Board representative on Senate, Ms. H. Milan and Ms. M. Sitter.

7. Terms of Senate representatives on the Board are normally for three years.

**Procedures**

1. Nominations for the position shall be received from the floor.
2. Senators shall vote for no more than one candidate on the ballot provided.
3. The candidate receiving the largest number of votes shall be declared elected for a three-year term.
4. In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

## **Report of the Senate Committee on Curriculum and Course Changes – Part A - Submitted to Senate for Concurrence Without Debate**

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### **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](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".
2. Since last reporting to Senate, the Senate Committee on Curriculum and Course Changes (SCCCC) met on April 1 and April 6, 2009, to consider curriculum and course changes from Faculties and Schools.

### **Observations:**

#### **1. General**

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

#### **2. Faculty of Agricultural and Food Sciences**

##### **Department of Animal Science**

The Department is proposing the introduction of one course: **ANSC 2540 Companion Animal Nutrition and Management (3)**.

##### **Department of Agribusiness & Agricultural Economics**

The department is proposing the introduction of one course **ABIZ 4260 Price Analysis (3)**; and the deletion of one course **ABIZ 4250 Commodity Market Analysis (3)**.

##### **Department of Entomology**

The Department is proposing the introduction of one course: **ENTM 4000 Topics in Entomology (3)** and the addition of this course to the list of courses for the Entomology minor.

##### **Department of Food Science**

The Department is proposing the introduction of two courses: **FOOD 3220 Grains for Food and Beverage (3)** and **FOOD 4260 Water Management in Food Processing (3)**; the

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

deletion of two courses: **FOOD 3200 Baking Science and Technology** (3) and **FOOD 4240 Analysis of Water and Waste** (3); and the modification of one course: **FOOD 3010 Food Process 1** (3). The Department is also proposing to modify the Group 2 Food Science restricted electives to accommodate the course changes.

#### School of Agriculture

The School is proposing the deletion of one course: **DAGR 0700 Environmental Farm Plans and On-Farm Food Safety** (3) and the revision of the Agriculture Diploma program to reflect this deletion. The School is also proposing the deletion of the Option in Ag Finance.

### 3. Faculty of Arts

#### Department of Economics

The department is proposing a change to the Economics-Statistics Joint Honours program to reflect course changes in the Department of Statistics.

#### Department of French, Spanish and Italian

Spanish – Changes to SPAN courses in response to the modification of “TRAD” courses to “SPAN” courses made to Collège universitaire de Saint-Boniface will be handled editorially.

#### Labour Studies Program

The department is proposing the introduction of one course: **LABR 4100 Selected Topics in Labour Studies** (3); and the modification of prerequisites for two courses: **LABR 3110 Special Studies in Labour Studies** (3) and **LABR 3120 Special Studies in Labour Studies** (3).

#### Department of Religion

The department is proposing the introduction of two courses: **RLGN 2150 The Talmud (A)**(3) and **RLGN 3280 Hasidism (A)**(3).

#### Department of Sociology

The department is proposing the introduction of two courses: **SOC 2260 Cities and Urban Life** (3) and **SOC 3580 Media, Culture and Society** (3); and the deletion of two courses: **SOC 2270 Urban Sociology** (3) and **SOC 3590 Mass Communication** (3).

### 4. Faculty of Education

The Faculty is proposing the introduction of one course: **EDUB 1602 Aboriginal Perspectives and the Curriculum** (3) and the addition of this course to the list of complementary courses to fulfill the Aboriginal Education requirement.

5. **Faculty of Engineering**

The Faculty is proposing one course modification to the prerequisites for **ENG 2010 Technical Communications** (3) and changes to/introduction of the Minor in Music and Minor in Geological Sciences.

Department of Electrical and Computer Engineering

The department is proposing the introduction of one course **ECE 3010 Elements of Electric Machines & Digital Systems** (4), one course modification to the prerequisites for **ECE 4600 Group Design Project** (4), and a program modification to reduce the requirement for graduation from 48 to 46 courses.

6. **Faculty of Human Ecology**

Department of Human Nutritional Sciences

The department is proposing the introduction of one course: **HNSC 1220 Nutrition for Healthy Living** (3), and modifications to the prerequisites of two courses: **HNSC 4350 Nutrition in Exercise and Sport** (3) and **HNSC 3320 Nutrition Education and Dietary Change** (3). The department further proposes changes to the courses included in: the Food Industry Option; and the following concentrations within that option: Quality Assurance, Food Product Development and Food Industry Management. In addition, the department proposes an addition of one course to the required courses in the Human Nutrition Option of the Second Degree Program.

Department of Textile Sciences

The department proposes the introduction of one course: **TXSC 3222 Special Topics in Textile Sciences** (6), the modification of one course: **TXSC 3650 Production of Textile Products** (3) and the introduction of a minor in Textile Sciences.

Department of Family Social Sciences

The department is proposing the introduction of four courses: **FMLY 1012 Introduction to Social Development** (3), **FMLY 2012 Development, Conflict, and Displacement** (3), **FMLY 3012 Theories of Social Development** (3), and **FMLY 4012 Social Development Policies** (3); and the deletion of four courses: **FMLY 1900 Families, Housing, and Community: An Introductory Perspective** (3), **FMLY 2900 Families, Housing, and Community: A Development Perspective** (3), **FMLY 3900 Families, Housing, and Community: A Policy Perspective** (3), and **FMLY 4900 Families, Housing, and Community: An Action Perspective** (3). In addition, the department proposes the modification of name and description of *Family, Housing, and Community Studies Option* to *Social Development Option*.

Interdisciplinary Health Program

The program is proposing a revision to the list of electives.

7. **Faculty of Kinesiology and Recreation Management**

The Faculty is proposing the modification of the prerequisites for two courses: **KIN 4160 Advanced Pathology and Sport Medicine (3)** and **REC 4250 Leisure and Aging (3)**.

8. **Faculty of Medicine**

**School of Medical Rehabilitation**

The School is proposing the modification to the first year respiratory therapy curriculum removing two required courses and adding one required course.

9. **Faculty of Science**

The Faculty is proposing changes to the regulations for minors, double majors and course distribution in the General degree program.

**Department of Computer Science**

The Department is proposing the modification of four courses to more accurately reflect courses which may not be held with and prerequisites: **COMP 2280 Introduction to Computer Systems (3)**, **COMP 3290 Introduction to Compiler Construction (3)**, **COMP 3370 Computer Organization (3)**, and **COMP 3430 Operating Systems (3)**.

10. **University 1**

Two courses have been added to the University 1 approved course list: **ENG 1900 Occupational Health and Safety Awareness (3)** and **EER 1000 Earth: A User's Guide (3)**.

11. **Collège universitaire de Saint-Boniface**

**Biology**

The Collège is proposing the introduction of four courses: **BIOL 2261 Les champignons et les lichens (3)**, **BIOL 2381 Introduction à la toxicology (3)**, **BIOL 3291 Plantes médicinales et hallucinogens (3)**, and **BIOL 3501 Génétique 2 (3)**.

**Education**

The Collège is proposing the introduction of two courses: **EDUB 3311 Perfectionnement du français (3)**, and **EDUB 3321 Analyse grammatical et redaction (3)**.

**Science**

The Collège is proposing the introduction of nine courses: **BIOL 2201 Les invertébrés (3)**, **BIOL 2231 L'évolution et la structure morphologique des chordés (6)**, **BIOL 2301 Principes d'écologie (3)**, **BIOL 2411 Physiologie du corps humaine 1 (3)**, **BIOL 2421 Physiologie du corps humaine 2 (3)**, **BIOL 2501 Génétique 1 (3)**, **BIOL 2521 Biologie cellulaire (3)**, **BIOL 3301 Biologie évolutive (3)**, and **BIOL 3561 Histologie animale comparée (3)**; the deletion of eleven courses: **BOTN 2371 Principes d'écologie (3)**, **BOTN 2461 Génétique 1 (3)**, **BOTN 3001 Biologie évolutive (3)**, **ZOOL 2281 Biologie cellulaire**

(3), ZOOL 2371 Principes d'écologie (3), ZOOL 2501 L'évolution et la structure morphologique des chordés (6), ZOOL 2531 Physiologie du corps humaine 1 (3), ZOOL 2541 Physiologie du corps humaine 2 (3), ZOOL 2601 Introduction à la zoologie des invertébrés (3), ZOOL 3001 Biologie évolutive (3), and ZOOL 3061 Histologie animale comparée (3); and the modification of two courses: MBIO 4601 Génétique moléculaire des prokaryotes (3) and MBIO 3411 Biologie moléculaire (3).

#### Traduction

The Collège is proposing that the following courses be renumbered from "TRAD" numbers to "SPAN" numbers: TRAD 1181 Introduction à l'espagnol, TRAD 1261 Espagnol intermédiaire, TRAD 1271 Espagnol oral, TRAD 2361 Espagnol commercial, TRAD 2571 El espanol a través del cine hispanoamericano, TRAD 3461 Littérature et civilization d'Amérique latine, and TRAD 3561 Cours avancé d'espagnol professionnel.

#### 12. Undergraduate Timetable 2009-2010

The timetable outlines deadlines for the submission of undergraduate program, curriculum and course changes for the 2009-2010 academic year.

#### 13. Revision to Membership of Committee

The Committee considered the current membership of the committee and approved the addition of two voting members: representatives of CUSB and the Libraries, and two non-voting members: the Registrar and the Vice-Provost (Programs)

#### Recommendations

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

Faculty of Agricultural and Food Sciences

Faculty of Arts

Faculty of Education

Faculty of Engineering

Faculty of Human Ecology

Faculty of Kinesiology and Recreation Management

Faculty of Medicine, School of Medical Rehabilitation

Faculty of Science

University 1

Collège universitaire de Saint-Boniface

Respectfully submitted,

Professor H. Frankel, Chair  
Senate Committee on Curriculum and Course Changes

/mb



## **Faculty of Agricultural and Food Sciences**

### **Department of Animal Science**

#### **Introduction:**

ANSC 2540 Companion Animal Nutrition and Management Cr. Hrs. 3 +3  
Course material will cover the functional anatomy, genetics, nutrition, reproduction, behaviour, and diseases of non-equine companion animals and ornamental fish. Pre- or corequisite: CHEM 2770 or MBIO 2770 or CHEM 2360 or MBIO 2360 or consent of instructor.

**NET CHANGE IN CREDIT HOURS: +3**

### **Department of Agribusiness & Agricultural Economics**

#### **Introduction:**

ABIZ 4260 Price Analysis Cr. Hrs. 3 +3  
Theory and methods of price analysis, commodity markets and the demand and supply factors that underpin seasonal, cyclical and secular changes in commodity prices. Prerequisites: ECON 2450 (or 018.245 or 018.270) and [ABIZ 3080 (or 061.308) or ECON 3180 (or 018.318)]. Not to be held with ABIZ 4250 (formerly 061.425) or the former 061.404.

#### **Deletion:**

ABIZ 4250 Commodity Market Analysis Cr.Hrs. 3 -3

**NET CHANGE IN CREDIT HOURS: 0**

### **Department of Entomology**

#### **Introduction:**

ENTM 4000 Topics in Entomology Cr.Hrs. 3 +3  
A course of assigned readings and literature review essays for students in the minor in Entomology program. Prerequisite: ENTM 2050 (or 038.205) and consent of department head.

**NET CHANGE IN CREDIT HOURS: +3**

#### **Program modification:**

Addition of ENTM 4000 Topics in Entomology to the list of possible courses for the Entomology minor.

### **Department of Food Science**

#### **Introduction:**

FOOD 3220 Grains for Food and Beverage Cr.Hrs. 3 +3  
The science and technology behind the functionality of major Canadian cereal grains and grain legumes for food and beverage. Grains covered include wheat, barley, oats, peas, beans, and lentils in the context of their processing into products such as bread, pasta and beer, and foods high in

dietary fibre. Details are presented on the differing physical and chemical attributes of grains to make quality products with focus on the roles of protein, starch, and non-starch polysaccharides.

Prerequisite: FOOD 2500 or equivalent.

FOOD 4260 Water Management in Food Processing Cr.Hrs. 3

+3

This course is devoted to the management of water and wastewater in food processing. The roles of water in food processing, recycle and reuse opportunities, treatment options for water and wastewater are presented. The course also discusses water stewardship in relation to food processing, water and wastewater regulations and implications for HACCP and ISO. Laboratory sessions are designed for the student to become familiar with Standard Methods for the Examination of Water and Wastewater.

Deletion:

FOOD 3200 Baking Science and Technology Cr.Hrs. 3

-3

FOOD 4240 Analysis of Water and Waste Cr.Hrs. 3

-3

Modification:

FOOD 3010 Food Process 1 Cr.Hrs. 3

The basic principles and practices of the major techniques used in food processing and preservation are covered. Emphasis is placed on thermal processing, drying, evaporation, chilling, freezing, separation, packaging and sanitation. Also, preservation by salting, smoking, microwave, radiation and chemical techniques is presented. Critical issues in food regulations are introduced. Prerequisite: any MATH course at the 1000 level.

**NET CHANGE IN CREDIT HOURS: 0**

Program modification:

Group 2 restricted electives in the Food Science Program will be modified to include FOOD 3220 Grains for Food and Beverage (3) to replace the deleted course FOOD 3200 Baking Science and Technology (3).

#### School of Agriculture

Deletion:

DAGR 0700 Environmental Farm Plans and On-Farm Food Safety Cr. Hrs. 3

-3

**NET CHANGE IN CREDIT HOURS: -3**

Program modifications:

Modification to the Agriculture Diploma program to remove DAGR 0700 Environmental Farm Plans and On-Farm Food Safety (3) from the list of required courses and add 3 credit hours of free elective.

Changes to the calendar (with deletion of DAGR 0700)

1. **Prescribed Courses for All Students – Second Year** (page 91 of 2008-09 general calendar)
  - o Total Credit Hours should read 13 CH (Note: there is an error in the current calendar and should have read 16 CH instead of 13 CH)
2. **Prescribed Courses for all Students in the Agricultural Finance Option – Second Year, Spring Term** (page 92 of the 2008-09 general Calendar)
  - o Restricted and/or Free Electives 12-14 CH
  - o Total credit hours for prescribed courses, common for all Agricultural Finance Students 73 CH
  - o Total credit hours of free electives 3-6 CH

The School is also proposing the deletion of the Option in Ag Finance and will cease to admit students as of September 2009.

**Section 7.5 Program Requirements**

Paragraph 2 – Options are available in Business Management, Agricultural Finance, Crop Management, Livestock Management and General Agriculture.

~~The Agricultural Finance option has an increased focus on the business of financial institutions and credit department within companies. Those students choosing the Agricultural Finance option do so when registering for their first term as seen in Section 7.5.2.~~

**Section 7.5.2 Students in Agricultural Finance Option**

Add: **Note.** This option will no longer be offered beginning September 2009. Students currently enrolled in the Agricultural Finance option will be allowed to complete their program.

Delete: Section 10.9 Choosing an Option

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**Faculty of Arts**

**Department of Economics**

Program modification:

Economics-Statistics Joint Honours Program – STAT 3500 and STAT 3600 are being replaced by STAT 3400 and STAT 3800 in year 3 of the program. STAT 4140 is being replaced by STAT 4100 in year 4 of the program.

**Economics-Statistics Joint Honours Program  
2008-2009 Undergraduate Calendar, page 140**

**- Revisions to Joint Honours Program**

Added material

~~Deleted material~~

**8.8.7 Economics-Statistics Joint Honours Program, Program Code 005E**

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
<b>JOINT HONOURS TOTAL: 120 CREDIT HOURS</b>			
• ECON 1200 (or ECON 1210 and ECON 1220); MATH 1300 <sup>1</sup> ; MATH 1500 <sup>1,2</sup> ; MATH 1700 <sup>1,2</sup> ; STAT 1000 <sup>3</sup> ; COMP1010 <sup>3</sup> • Plus 9 credit hours of electives which should include the required "Written English" course	• ECON 2700, ECON 2800, MATH 2202, MATH 2352, MATH 2750, STAT 2000, STAT 2400 • Plus 3 credit hours of approved Economics electives <sup>4</sup>	• ECON 3700, ECON 3800, MATH 3740 or MATH 3760, STAT 3470, STAT 3480, STAT 3490, STAT 3400, STAT 3800, STAT 3500, STAT 3600 • Plus 3 credit hours of approved Economics electives <sup>4</sup>	• ECON 4120, ECON 4130, STAT 4100, STAT 4149, STAT 4520, STAT 4530, STAT 4580 • Plus 12 credit hours of approved Economics electives <sup>4</sup>
30 HOURS	30 HOURS	30 HOURS	30 HOURS

**Labour Studies Program**

**Introduction:**

**LABR 4100 Selected Topics in Labour Studies Cr.Hrs. 3**

**+3**

This course will vary from year to year depending on the needs of students and the interests of the instructor. Prerequisite: written consent of the Labour Studies coordinator. As the course content will vary from year to year, students may take this course more than once for credit.

**Modifications:**

**LABR 3110 Special Studies in Labour Studies Cr.Hrs. 3**

(formerly 153.311) This course will vary from year to year depending on the needs of students and the interests of the instructor. Prerequisite: a grade of "C" or better in six credit hours of 1000 level Labour Studies or written consent of the Labour Studies coordinator. As the course content will vary from year to year, students may take this course more than once for credit.

**LABR 3120 Special Studies in Labour Studies Cr.Hrs. 3**

(formerly 153.312) This course will vary from year to year depending on the needs of students and the interests of the instructor. Prerequisite: a grade of "C" or better in six credit hours of 1000 level Labour Studies or written consent of the Labour Studies coordinator. As the course content will vary from year to year, students may take this course more than once for credit.

**NET CHANGE IN CREDIT HOURS: +3**

The Committee expressed concerns about departments offering multiple courses which appear to be identical under different course numbers.

## Department of Religion

### Introductions:

RLGN 2150 The Talmud (A) Cr.Hrs. 3

+3

The Babylonian Talmud rivals the Bible in its importance for Jewish life and thought. It is not a book which can simply be read but one which must be studied with others. Students will learn how to study this multifaceted text which encompasses law, folklore, gender politics, and theology.

RLGN 3280 Hasidism (A) Cr.Hrs. 3

+3

Hasidic Jews, known for their tales, melodies, distinctive garb and strict traditionalism, belong to one of the most successful modern Jewish religious movements. This course explores Hasidism, from its origins in eighteen-century Ukraine to the present, through its own stories and spiritual teachings as well as scholarly perspectives.

**NET CHANGE IN CREDIT HOURS: +6**

## Department of Sociology

### Introductions:

SOC 2260 Cities and Urban Life Cr.Hrs. 3

+3

A consideration of the social, cultural and urban processes and their relationship to urban life, with an emphasis on urban experience, sociality, and social inequality. Students may not hold credit for SOC 2260 and any of: SOC 2271 (077.227) or the former SOC 2270 (077.227). Prerequisite: [a grade of "C" or better in SOC 1200 (077.120) or SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)].

SOC 3580 Media, Culture and Society Cr.Hrs. 3

+3

A consideration of the influence of media on contemporary society, analyzing the production, circulation and consumption of various media forms and their relationship to social life. Students may not hold credit for SOC 3580 and any of: SOC 3591 (077.359) or the former SOC 3590 (077.359). Prerequisite: [a grade of "C" or better in SOC 1200 (077.120) or SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)]. SOC 2330 (077.233) or SOC 2331 (077.233) is recommended.

### Deletions:

SOC 2270 Urban Sociology Cr.Hrs. 3

-3

SOC 3590 Mass Communication Cr.Hrs. 3

-3

**NET CHANGE IN CREDIT HOURS: +6**

## **Faculty of Education**

### Introduction:

EDUB 1602 Aboriginal Perspectives and the Curriculum Cr.Hrs. 3

+3

The course will focus on fostering teacher candidate pedagogical knowledge, orientations and capabilities for developing and implementing curricula for kindergarten through to Grade 12 that reflect Aboriginal perspectives.

**NET CHANGE IN CREDIT HOURS: +3**

### Program modification:

Addition of EDUB 1602 Aboriginal Perspectives and the Curriculum (3) to the list of complementary courses to fulfill the Aboriginal Education requirement.

## **Faculty of Engineering**

### Modification:

ENG 2010 Technical Communications Cr.Hrs. 3

Students work collaboratively in teams and develop strong project management skills. Focus is on the connection between engineering and communication design; the importance of audience analysis; a clear definition of the technical issues and the criteria by which to measure a design or solution; well-designed graphic aids which support the text; and clear writing and speaking. Prerequisites: ENGL 1310 (or equivalent), and ENG 1430.

## Program modifications:

### Establishment of a minor in Geological Sciences for engineering students.

The proposed minor will require the completion of 18 credit hours with grades of C or above. The courses which will constitute the minor are:

1. GEOL 1340 Dynamic Earth or 2250 Geology for Engineers
2. One of the following three courses:
  - GEOL 1400 Time Trekkers Travelog: Our Evolving Earth,
  - GEOL 1410 Natural Disasters and Global Change,
  - GEOL 1420 Exploring the Planets
3. GEOL 2540 Introductory Mineralogy with Optics
4. Nine (9) credit hours of 2000-level or above courses in Geological Sciences

#### Conditions:

- The student must notify their home department with their intent to register for the minor.
- Students must satisfy course prerequisites.
- Registration will be subject to availability of space. Students must obtain consent of the Department of Geological Sciences to register for courses.
- A student must complete at least 36 credit hours prior to pursuing the minor.

### Modification to the Minor in Music for engineering students.

#### Proposed Calendar Entry

##### 4.17 Music Minor

A Minor in Music is available to Engineering students. The minimum requirement is 18 credit hours of music courses subject to the following constraints:

i) Students are required to take either:

MUSC 1110 (Music Theory 1) and MUSC 1120 (Music Theory 2); OR  
MUSC 1280 (Musical Style and Structure 1) and MUSC 1290 (Musical Style and Structure 2).

ii) Students may take ensemble courses but in order to earn credit toward the minor all three of the courses MUSC 2180 (Ensemble) or MUSC 1290, MUSC 3180 (Ensemble), and MUSC 4180 (Ensemble) must be completed. These three courses will count for 6 of the 18 required credit hours.

iii) Any course offered by the Faculty of Music may be used for credit toward the minor. However, permission to register for any course must be granted by the Faculty of Music. Registration will be controlled by normal pre-requisites and class size restrictions. Students registered in the minor will not be allowed to register in Major Practical Study courses.

Subject to approval of the student's Engineering department, courses used for the minor may also be used to fulfill course requirements in Engineering.

## Department of Electrical and Computer Engineering

### Introduction:

ECE 3010 Elements of Electric Machines & Digital Systems Cr.Hrs. 4

+4

Introduction to elementary concepts in ac circuits, electric machines, and digital sub-systems. Topics include electrical impedance, capacitors, inductors, electric motors, logic gates, decoders, multiplexing, flip flops, registers, microprocessor structures, I/O and data acquisition. Not available to students in Electrical or Computer Engineering. Prerequisite: ENG 1450, MATH 2132.

### Modification:

ECE 4600 Group Design Project Cr.Hrs. 4

The engineering curriculum must culminate in a significant design experience which is based on the knowledge and skills acquired in earlier course work and which gives students an exposure to the concepts of team work and project management. Prerequisites: ENG 2010 and ECE 3780; and either the four courses ECE 3580, ECE 3720, ECE 3670, ECE 3610 or the four courses ECE 3670, ECE 3700, ECE 3760, ECE 3740.

**NET CHANGE IN CREDIT HOURS: +4**

### Program modification:

Removal of MATH 3142 Engineering Mathematical Analysis 4 (3) and ECE 4830 Signal Processing 2 (4) from the list of core courses to reduce the program requirement for graduation from 48 to 46 courses.

## Faculty of Human Ecology

### Department of Human Nutritional Sciences

#### Introduction:

HNSC 1220 Nutrition for Healthy Living Cr.Hrs. 3

+3

An introduction to nutrition and practical approaches for healthy diets and disease prevention.

Restricted to students enrolled in the Aboriginal Community Wellness Diploma program. Not to be held with HNSC 1210.

#### Modifications:

HNSC 4350 Nutrition in Exercise and Sport Cr. Hrs. 3

(formerly 030.435) The application of nutritional regimens to meet exercise requirements and improve athletic performance. Current practices and recommendations for different types of sports will be examined. Prerequisites: [HNSC 1210 (030.121)] and [PHED 3430 (057.343) or KIN 3470 or PHED 3470 or ZOOL 1330 (002.1330)].



HNSC 3320 Nutrition Education and Dietary Change Cr.Hrs. 3  
(formerly 030.332) Theoretical and practical aspects influencing dietary change at the individual and population level, with emphasis on nutrition education. Prerequisites: [PSYC 1200 (017.120) or SOC 1200 (077.120)] and HNSC 2130 (030.213) and HNSC 2140 (030.214).

### NET CHANGE IN CREDIT HOURS: +3

Program modifications:

*Food Industry Option:* Replace the requirement for GMGT 2070 Introduction to Organizational Behaviour with GMGT 2030 Administrative Theory (or GMGT 2070 or GMGT 2080).

Concentrations require completion of 15 credit hours from a list of courses. The department proposes the following changes.

*Quality Assurance Concentration:* Delete FOOD 4280 Food Microbiology II and add: FOOD 4160 Food Analysis 1, FOOD 4250 Food Analysis 2, and STAT 3000 Applied Linear Models to the course choices.

*Food Product Development Concentration:* Addition of FOOD 4160 Food Analysis 1, FOOD 4250 Food Analysis 2, and STAT 3000 Applied Linear Models and replace FOOD 4520 The Packaging of Food with one of: FOOD 3150, or FOOD 3170 or FOOD 3200.

*Food Industry Management Concentration:* Addition of HNSC 3342 Management for Food and Nutritional Professionals, and six credit hours from GMGT 3000 level.

*Second Degree Program, Human Nutrition Option:* Addition of HNSC 4300 Community Nutrition Intervention to the list of courses.

Elective Courses – 9 credit hours from one of the following options:

Course No.	Course Name	Credit Hours
<b>A. Dietetics Preparation</b>		
HNSC 3342	Management for Food and Nutrition Professionals	3
HNSC 4140	Quantity Food Production and Management	3
HNSC 4320	Nutrition Management of Disease States	3
<b>B. Human Nutrition</b>		
HNSC 4320	Nutrition Management of Disease States	3
	or HNSC 4300 Community Nutrition Intervention	
	<i>Choose 6 credit hours from:</i>	6
HNSC 4300	Community Nutrition Intervention	
HNSC 4310	Nutrition and the Elderly	
HNSC 4340	Maternal and Child Nutrition	
	or HNSC 4350 Nutrition in Exercise and Sport	
<b>C. Foods</b>		
HNSC 2150	Composition, Functional and Nutritional Properties of Food	3
HNSC 3260	Food Quality Evaluation	3
HNSC 4540	Functional Foods and Nutraceuticals	3

## Department of Textile Sciences

### Introduction:

TXSC 3222 Special Topics in Textile Sciences Cr.Hrs. 6 +6  
This course will vary from year to year depending on the trends within the textile/apparel complex. Students will be given the opportunity to study a detailed area of textile sciences through a field experience or travel study. Prerequisite: permission of the instructor.

### Modification:

TXSC 3650 Production of Textile Products Cr. Hrs. 3  
(formerly 064.365) Covers the role of production in the product development process. Students will learn the terminology which meets industrial standards, the most commonly used production techniques for apparel and non apparel products, time studies, costing, development of specifications, manufacturing systems, and selected test methods for quality management. Prerequisites: TXSC 2630 and HMEC 2050 (028.205). Not to be held with 064.224 and 064.343.

### **NET CHANGE IN CREDIT HOURS: +6**

### Program modification:

#### Introduction of a minor in Textile Sciences:

A minor in Textile Sciences is offered by the Department of Textile Sciences. Students must complete 18 credit hours of TXSC courses, distributed as follows: a maximum of six (6) credit hour at the 1000 level, and at least three (3) credit hours at the 2000 level, and at least three (3) credit hours at the 3000 or 4000 level. Students must check with their home faculties to see if the Textile Sciences minor is available in their programs.

## Department of Family Social Sciences

### Introductions:

FMLY 1012 Introduction to Social Development Cr.Hrs. 3 +3  
This course is an introduction to Social Development with a particular emphasis on families and communities. Social development is concerned with the advancement of the common good, the effective management of social problems, the meeting of human needs, and the equitable distribution of society's resources. As such, this course explores the social factors and conditions that promote or hinder social development and distribution of society's resources. As such, this course explores the social factors and conditions that promote or hinder social development and how this affects the well-being of individuals, families, and communities in contemporary societies. Not to be held with 062.172 or FMLY 1900.

FMLY 2012 Development, Conflict, and Displacement Cr.Hrs. 3 +3  
The course is an introduction to development, conflict, and displacement as they affect individuals, families and communities. Specifically, this course examines the current phenomenon of induced displacement due to social conflicts, natural disasters, or uneven development in developing countries. Studies will examine concepts and issues arising from induced displacement and explore community based responses to this problem. Not to be held with FMLY 2900. Prerequisite: FMLY 1012 or consent of instructor.

FMLY 3012 Theories of Social Development Cr.Hrs. 3 +3

This course is a survey of social development theories that have influenced the study and practice of development since the 1950s. It addresses the question of why theories of social development are necessary and why different theories emerged at particular times in history. This course examines explanations of development and underdevelopment as they impact on individuals, families and communities. Not to be held with FMLY 3900. Prerequisite: FMLY 1012.

FMLY 4012 Social Development Policies Cr.Hrs. 3 +3

This course examines the formulation of social development policies and the impact of these policies on the well-being of individuals, families, and communities. The course uses a seminar format to foster students' capacity to understand and examine policy issues. Students will develop skills in understanding, analyzing, and formulating social development policies. Actual social development case studies will be evaluated and alternative family and community oriented policies discussed. Not to be held with FMLY 4900. Prerequisite: FMLY 3012.

#### Deletions:

FMLY 1900 Families, Housing, and Community: An Introductory Perspective Cr.Hrs. 3	-3
FMLY 2900 Families, Housing, and Community: A Development Perspective Cr.Hrs. 3	-3
FMLY 3900 Families, Housing, and Community: A Policy Perspective Cr.Hrs. 3	-3
FMLY 4900 Families, Housing, and Community: An Action Perspective Cr.Hrs. 3	-3

#### NET CHANGE IN CREDIT HOURS: 0

#### Program modifications:

Modification of the name and description of *Family, Housing, and Community Studies Option* to *Social Development Option* and the substitution of course introductions (above) for course deletions (above). This new option will continue to use the electives as set out for the FHC option for the time being.

#### Revised Calendar Description

##### 5.4 Family Social Sciences

Head: Karen Duncan

Applying knowledge from the social and physical sciences, students in Family Social Sciences examine factors affecting human psychosocial health and wellbeing. They study human development from infancy to old age within the context of the family, the community, and culture.

Students are required to choose at least one area, or option, in which to focus their studies. The name of their option will appear as a "comment" on their transcripts. They may select from the following options: 1) Aging; 2) Child and Adolescent Development; 3) Family Economic Health; 4) Social development; 5) Family Violence and Conflict Resolution. Family Social Sciences graduates are permitted to complete any option after their degree *as a Special Student*.

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The Family Social Sciences program can provide students with academic preparation or complementary courses for programs such as Law, Social Work, Education or Graduate Studies.

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In March of each year, program planning sessions are provided to assist students in their selection of courses for subsequent years of study.

**Students Admitted in September 2002 or Later**

Courses to be taken by all Family Social Sciences students:

Course No.		Credit Hours
STAT 1000	Basic Statistical Analysis 1	3
<i>One of:</i>		
STAT 2000	Basic Statistical Analysis 2	
<i>or</i>		
COMP 1260	Introduction Computer Usage 1 <i>or any other Science course</i>	3
<i>One of:</i>		
ECON 1200	Principles of Economics	
<i>or</i>		
ECON 1210	Introduction to Canadian Economic Issues	3 - 6
<i>or</i>		
ECON 1220	Introduction to Global and Environmental Economic Issues and Policies	
HMEC 2030	Human Ecology: Perspectives and Communication	3
HMEC 2050	Introduction to Research in Human Ecology	3
HMEC 3100	Communication for Professional Practice	3
FMLY 1010	Human Development in the Family	3
FMLY 1020	Family Issues across the Lifespan	3
FMLY 1420	Family Management Principles	3
FMLY 1012	Introduction to Social Development	3
FMLY 2400	Family Financial Health (or FMLY 2070)	3
FMLY 2350	Multicultural Family Issues	3
FMLY 3780	Introduction to Development of Programs for Children and Families	3
FMLY 3790	Introduction to Evaluation of Programs for Children and Families	3
PSYC 1200	Introduction to Psychology	
<i>or</i>		
SOC 1200	Introduction to Sociology	6
	Department Electives	24
	Faculty electives (3000 or 4000 level)	3
	Outside Electives	12-15
	Free electives	30

**NOTES:**

1. If students choose ECON 1200, 12 credit hours of outside electives are required.
2. Students admitted between 1994 and September 2001 can choose to complete the current program or transfer into the new curriculum. Please advise the Faculty Student Advisor in writing if the new program is selected.
3. All courses listed in the general Family Social Sciences section (above) are required. In addition, students must choose at least one area, or option, in which to focus their studies. In the following section, the courses required to fulfill each option are listed. They will partially meet department, outside and free elective requirements. More courses will be required to complete the 120 credit hour degree. Students may take more than one option. Each option must consist of 18 non-overlapping credit hours; that is, no course can satisfy the requirements of more than one option.

## Social Development Option

Course No.		Credit Hours
FMLY 2012	Development, Conflict and Displacement	3
FMLY 3012	Theories of Social Development	3
FMLY 4012	Social Development Policies	3
<i>At least 3 credit hours from:</i>		3
HMEC 2650		
or		
SWRK 2650	Social Aspects of Aging	
or		
REC 2650		
FMLY 2800	Family Violence	
FMLY 3240	Families in Later Years	
FMLY 3400	Families as Consumers	
FMLY 3450	Consumer Problems and Influences	
FMLY 3800	Conflict Resolution in the Family	
FMLY 3804	Violence Against Children in the Family	
FMLY 4330	Management of Family Stress	
FMLY 4400	Family Economics: Poverty and Wealth	
FMLY 4450	Family Economic Resources and Functions	
FMLY 4600	Risk and Resilience in Behavioural and Social Development	
FMLY 4602	Family Relationships, Health and Well-being	
FMLY 4480	Work and Family Issues	
<i>At least 6 credit hours from:</i>		6
ANTH 1220	Cultural Anthropology	
ANTH 2390	Social Organization in Cross-cultural Perspective	
ANTH 2570	Urban Anthropology	
ANTH 3380	Anthropology and Contemporary Social Issues	
EVCP 3340	History of the City	
EVCP 3350	Planning and Design for Shelter	
EVDS 1610	Theory of Design 1	
GEOG 2640	Geography of Culture and Inequality	
GEOG 3460	Urban Geography	
SOC 2320	Canadian Society and Culture	
SOC 2390	Social Organization	
SWRK 2050	Community and Organizational Theory	
OR	<i>At least 6 credit hours from:</i>	6
NATV 1200	The Native Peoples of Canada	
NATV 1220	The Native Peoples of Canada, Part 1	
NATV 1240	The Native Peoples of Canada, Part 2	

NATV 2100	Aboriginal Spirituality
NATV 3240	Native Medicine and Health
NATV 4230	Traditional Knowledge and Native Studies Research

*OR At least 6 credit hours from:*

6

POLS 2070	Introduction to Canadian Government
POLS 2510	Great Political Thinkers
POLS 3160	Human Rights and Civil Liberties
POLS 3600	Political Concepts
POLS 3670	Canadian Political Parties
WOMN 1540	Introduction to Women's Studies in Social Sciences
WOMN 2500	Race, Class and Sexuality
WOMN 2520	Introduction to Feminist Theory

## Interdisciplinary Health Program

Program modification:

The program is proposing a revision to the list of electives.

### Arts

Remove:

RLGN 2210 Psychology of Religion  
 RLGN 2500 Science and Religion  
 ANTH 2040 Native North America: A Sociocultural Survey  
 ANTH 2510 Anthropology of Economic Systems  
 ANTH 3210 Culture Change  
 SOC 3730 Society and Education

Additions:

(History):

HIST 3800 History of Winnipeg from 1879-2000  
 HIST 4680 Social History of Health and Disease in Modern Canada  
 HIST 4660 History of Health and Disease

(Psychology):

PSYC 2390 Psychology of Women  
 PSYC 3130 Introduction to Health Psychology  
 PSYC 3340 Design and Analysis for Psychological Experiments  
 PSYC 3530 Contemporary Issues I: Obesity and Eating Disorders  
 PSYC 3530 Contemporary Issues I: Introduction to Developmental Theories and Research on Health and Aging  
 PSYC 3650 Introduction to Clinical Psychology  
 PSYC 4540 Contemporary Issues I: Psychology of Aging  
 PSYC 4540 Contemporary Issues I: Neuroimaging  
 PSYC 4540 Contemporary Issues I: Applied Behavior Analysis  
 PSYC 4540 Contemporary Issues I: Sensory Processes 2 (Senses other than vision)  
 PSYC 4540 Contemporary Issues I: Psychology of Illness, Disability, and Health  
 PSYC 4540 Contemporary Issues I: Research in Developmental Disabilities  
 PSYC 4540 Contemporary Issues I: Behaviour Therapy  
 PSYC 4540 Contemporary Issues I: Social Psychology and Health  
 PSYC 4540 Contemporary Issues I: Neurobiology of Learning and Memory  
 PSYC 4540 Contemporary Issues I: Self-regulation and Health  
 PSYC 4540 Contemporary Issues I: Social Psychology of Emotion  
 PSYC 4580 Elements of Behavioural Pharmacology  
 PSYC 4600 Selected Topics in Development Cognitive Development  
 PSYC 4620 Community Mental Health

### Asper School of Business:

#### Change:

ACC 2000 to MIS 2000 Information Systems for Management  
ACC 3500 to MIS 3500 Database Management Systems  
ACC 3510 to MIS 2510 Systems Analysis and Design  
ACC 3520 to MIS 3520 Data Communications and Knowledge  
MGMT 2440 to HRIR 2440 Human Resource Management  
MGMT 4410 to HRIR 4410 Staffing and Management Development  
MGMT 4480 to HRIR 4480 Collective Bargaining and Administration  
MGMT 4420 to HRIR 4420 Compensation

### Environmental Design

#### Remove:

IDES 2650 The Social Aspects of Aging  
EVDS 2690 Design Since 1800

### Human Ecology

#### Additions:

FMLY 3790 Introduction to the Evaluation of Programs for Children and Families

### Kinesiology and Recreation Management

#### Change:

PHED 2610 to KIN 2610 Health and Physical Aspects of Aging  
PHED 1200 to PERS 1200 Physical Activity, Health and Wellness  
PHED 2320 to PHED or KIN 2320 Human Anatomy

#### Additions:

PERS 1500 Foundations of Physical Education and Kinesiology  
REC 4250 Leisure and Aging  
PERS 2000 or PERS 4200 Special Topics

### Medicine

#### Remove:

ANAT 1030 Human Anatomy

### Pharmacy

#### Remove:

PHRM 1000 Introduction to Pharmacy

### Science

#### Remove:

MBIO 4320 Environmental Microbiology

#### Change:

MBIO 2360 and CHEM 2360 to CHEM / MBIO 2360 Biochemistry 1:  
Biomolecules and an Introduction to Metabolic Energy  
MBIO 2370 and CHEM 2370 to CHEM / MBIO 2370 Biochemistry 2: Catabolism,  
Synthesis, and Information Pathways

Additions:

MBIO 3000 Biosafety  
MBIO 4410 Virology  
MBIO 4600 Molecular Biology of Prokaryotes  
MBIO 4610 Molecular Genetics of Eukaryotes  
CHEM 4670 Drug Design and Delivery  
COMP 1010 Introductory Computer Science 1  
COMP 1020 Introductory Computer Science 2

**Faculty of Kinesiology and Recreation Management**

Modifications:

KIN 4160 Advanced Pathology and Sport Medicine Cr.Hrs. 3

Basic principles of pathology and clinical manifestations of cardiac, respiratory, and neurologic disorders. Preventative measures, assessments and treatment methods employed in care of patients with these disorders will also be examined. May not be held for credit with PHED 4050 (057.405).

Prerequisites: [KIN 3160 or PHED 3160 or PHED 3060 (057.306)](C) and [KIN 3470 or PHED 3470 or PHED 3430 (057.343)](C) and KIN 3320 (C).

REC 4250 Leisure and Aging Cr.Hrs. 3

The nature of the aging process and its impact on leisure behaviour. The factors influencing leisure among older adults, policy issues, and program and service methods and implications will be examined. This is an Option in Aging course. May not be held for credit with REC 4130 (123.413).

Prerequisite: PERS 3100 (C) or REC 2650 or permission of instructor.

**NET CHANGE IN CREDIT HOURS: 0**



## Faculty of Medicine

### School of Medical Rehabilitation

Program modification:

#### **Proposed Changes for Fall 2009**

##### **RESPIRATORY THERAPY**

##### **First Year Respiratory Therapy**

The courses in the fall term of first year of the program are as follows:

##### **Fall 2008**

Dept. Name	Dept Code	Course No.	Credit Hrs.
Medical Rehabilitation	REHB	1200	3
<del>Medical Rehabilitation</del>	<del>REHB</del>	<del>1480</del>	<del>3 deleted</del>
<del>Medical Rehabilitation</del>	<del>REHB</del>	<del>1490</del>	<del>2 deleted</del>
<b>Anatomy</b>	<b>ANAT</b>	<b>1030</b>	<b>3 added</b>
Respiratory Therapy	RESP	1280	2
Respiratory Therapy	RESP	1320	3
Respiratory Therapy	RESP	1330	3
Respiratory Therapy	RESP	1360	3
Respiratory Therapy	RESP	1380	4

**Note:** There is a net change of -2 credit hours for the Respiratory Therapy program.

Students admitted prior to the fall of 2009 require total program credit hours of 108.

Students admitted to the RT program in 2009 and later require total program credit hours of 106.

## Faculty of Science

Calendar wording for modification in minors in Science that courses required in a student's specific Honours or Major degree program may be acceptable for use in a chosen minor.

### **Proposed Wording:**

#### **3.7 Minor**

Students in B.Sc. Major and Honours programs may, if they wish, declare and complete a Minor from any department or interdisciplinary program at the University of Manitoba which offers a listed Minor. In the Faculty of Science these are listed in the program charts for each department or interdisciplinary program. Available Minors can be found within the appropriate sections of the departmental/school/faculty offerings. Completion of a Minor is entirely optional. Students may not, however, declare both their Major and Minor from the same department/interdisciplinary program. It should be noted that for Honours students any consideration of completing a Minor should be made early due to restricted opportunities in later years of their programs. Completion of a Minor may, in fact, require that a student take more than the minimum number of credit hours for graduation.

The Minor is not available to students in the General degree program.

A Minor will normally consist of a minimum of 18 credit hours with a minimum of 12 credit hours being at the 2000, 3000 and 4000 level (although there are some exceptions). It should be noted that no course can be used as part of a prescribed Honours or Major program and also be part of a prescribed Minor. An

~~alternate course will have to be selected to satisfy the Minor requirement. For example: if a course in Economics is part of a student's Major or Honours program in Statistics, then that course may not be used as part of a Minor in Economics, specified by the department(s) offering the Minor. Courses required in a student's specific Honours or Major degree program are acceptable for use in a chosen Minor, subject to the Faculty of Science regulation stating that students may not declare both their Major and Minor from the same department or interdisciplinary program.~~

Modification allowing students to students to declare a double major.

#### **Proposed Wording:**

#### **3.3 Four Year Major Degree:**

##### **B.Sc. (Major)**

The four year Major program provides in-depth study of a subject or subject areas and enables graduates to function competently in a career in their chosen subject area.

While this program is not intended for students who wish to pursue graduate study, most programs allow students to do so with a minimum of difficulty.

The four year Major program may be pursued on a part-time basis, although it must be recognized that under those conditions students would require more than four years to complete degree requirements.

**Students may wish to pursue a Double-Major program in the Faculty of Science. Consultation with, in addition to specific course selection and approval from, the departments involved must occur prior to the commencement of any Double-Major program. Students must also consult with a Faculty of Science Student Advisor prior to the start of any Double-Major program.**

To be eligible for any award granted exclusively on the basis of academic performance, a student normally must be enrolled in 100% of a full program as defined by the department.

Prior to entry to the four year Major or Honours program, a student is subject to the performance regulations of the B.Sc. (General) program.

Modification for General degree requirements.

#### **Current and Proposed Wording (removal of "Note 1" from Section 3.2):**

#### **3.2 Three Year General Degree:**

##### **NOTES:**

~~1. A maximum of 42 credit hours from one department and a maximum of 60 credit hours from two departments are allowed.~~

2. Students having difficulty with the interpretation of these regulations or the way in which they are applied, are urged to contact a Science student advisor in the general office. Students are responsible for their own degree progress and completion.

3. Students admitted to the Faculty of Science prior to September 2008 should consult with a Science Student Advisor about degree requirements.

## Department of Computer Science

### Course modifications:

COMP 2280 Introduction to Computer Systems Cr.Hrs. 3 (Lab Required)  
(formerly 074.228) Data Representation and manipulation, machine-level representation of programs, assembly language programming, and basic computer architecture. Not to be held with the former 074.222 or 074.240 or ECE 3610. Prerequisites: COMP 2140 (or 074.214)(C), COMP 2160 (or 074.216)(C), and COMP 2130 (or 074.2130)(C).

COMP 3290 Introduction to Compiler Construction Cr. Hrs. 3  
(formerly 074.329) Introduction to the standard compiler phases: scanning, parsing, symbolic-table management, code generation, and code optimization. The emphasis is on the simpler techniques for compiler construction such as recursive descent. Prerequisites: COMP 2140 (or 074.214 or 074.206 or COMP 2061)(C), and COMP 2280 (or former 074.228 or 074.222 or ECE 3610)(C). COMP 2160 (or 074.2160) is recommended.

COMP 3370 Computer Organization Cr.Hrs. 3  
(formerly 074.337) Principles of computer systems architecture, organization and design. Performance, instruction sets, processors, input/output, memory hierarchies. Prerequisites: COMP 2280 (or 074.228 or 074.222)(C) or ECE 3610 (C).

COMP 3430 Operating Systems Cr.Hrs. 3 (Lab required)  
(formerly 074.343) Operating systems, their design, implementation, and usage. Not to be held with the former 074.450 or 074.460. Prerequisites: COMP 2140 (or 074.214 or 074.206 or COMP 2061 (C), and COMP 2280 or ECE 3610) (C). COMP 2160 (or former 074.216) is recommended.

**NET CHANGE IN CREDIT HOURS: 0**

### University 1

Two courses have been added to the University 1 approved course list: ENG 1900 Occupational Health and Safety Awareness (3) and EER 1000 Earth: A User's Guide (3).

### Collège universitaire de Saint-Boniface

#### Biology

#### Introductions:

BIOL 2261 Les champignons et les lichens Cr.Hrs. 3 +3  
Une introduction aux champignons et aux lichens. L'accent est mis sur les groupes taxinomiques majeurs, leur organisation et leurs structures, leurs cycles de vie, leur identification et leur importance écologique générale. Ne peut être pris en même temps que les cours: 001.321, BOTN 2210.  
Préalables: BIOL 1011 ou BIOL 1010 (ou 071.101 ou l'ancien 71.123) avec une note minimale de B; ou BIOL 1031 ou BIOL 1030 ou l'ancien 071.125 (note minimale de C)

BIOL 2381 Introduction à la toxicology Cr.Hrs. 3 +3  
Un survol des principes généraux à la base des effets des substances toxiques sur les systèmes biologiques, tout en prenant en considération l'histoire, l'étendue et les applications de la toxicology, les mécanismes d'action des toxins et certains types majeurs de toxins. On ne peut se faire créditer le

BOTN 2190 (001.219), ENVR 2190 (128.219), ZOOL 2190 (022.219), AGRI 2190 (065.219) ou l'ancien 001.227. Préalables: BIOL 1031 ou BIOL 1030 ou l'ancien 071.125 (C) et CHEM 1311 ou CHEM 1310 (002.131) ou CHEM 1320 (002.132)(C). Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 3291 Plantes médicinales et hallucinogens Cr.Hrs. 3 +3  
Un survol botanique et historique des plantes médicinales, hallucinogens et toxiques utilisées dans diverses cultures. Préalables: Minimum de 30 heures credits universitaires ou le consentement du Département.

BIOL 3501 Génétique 2 Cr.Hrs. 3 +3  
Ce cours est le complément du cours d'introduction à la génétique (BIOL 2501) et présente les divers aspects de la liaison génique et la recombinaison génique, la fonction des genes, l'allélisme, les mutations et la réparation, l'utilisation des bactéries et des virus comme outils génétique, les bases de la génétique du développement et l'hérédité extranucléaire. Préalables: BIOL 2501, BOTN 2461 ou BOTN 2460 (ou 001.246)(C) ou PLNT 2520 (ou 039.209)(C). Préalable ou concomitant: CHEM 2370 ou 2371 (ou 002.237) ou MBIO 2370 ou MBIO 2370 (ou 060.237 ou 003.235 ou 060.235)(C) ou CHEM 2780 (ou 002.278) ou MBIO 2780 (ou 060.378 ou 002.240 ou 060.240)(C) ou le consentement du Département.

## Education

### Introductions:

EDUB 3311 Perfectionnement du français Cr.Hrs. 3 +3  
Approfondissement des notions de la grammaire et apprentissage des particularités orthographiques du français. Étude des outils et des stratégies nécessaires à l'autocorrection. Bref aperçu des anglicismes, de la cohérence textuelle et des stratégies de lecture et d'écriture.

EDUB 3321 Analyse grammatical et rédaction Cr.Hrs. 3 +3  
Révision des notions grammaticales. Apprentissage des diverses techniques de rédaction. Étude contrastive de l'anglais et du français. Maîtrise de la révision linguistique.

## Science

### Introductions:

BIOL 2201 Les invertébrés Cr.Hrs. 3 +3  
(ancien ZOOL 2601 ou 022.260) Étude phylogénétique et biologique des invertébrés insistant sur les taxa et les groupes qui ont une importance phylogénétique particulière. On ne peut se faire créditer le BIOL 2201 et le BIOL 2200 ou l'ancien ZOOL 2601 ou ZOOL 2600 (ou 022.260). Préalable: une note minimale de C dans le BIOL 1031 ou BIOL 1030 (ou l'ancien 071.125). Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 2231 L'évolution et la structure morphologique des chordés Cr.Hrs. 6 +6  
(ancien ZOOL 2501 ou 022.250) Étude de l'histoire évolutive de la structure et des adaptations des chordés basée sur les animaux fossilisés et sur les animaux vivants. Établissement des bases pour l'étude des groupes majeurs de chordés. On ne peut se faire créditer le BIOL 2231 et le BIOL 2210 ou l'ancien ZOOL 2501 (ou 022.250) ou le ZOOL 2320 (ou 022.232). Préalable: une note minimale de C dans le BIOL 1031 ou BIOL 1030 (ou l'ancien 071.125). Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 2301 Principes d'écologie Cr.Hrs. +3  
 (ancien BOTN 2371, ZOOL 2371, 001.237 ou 022.237) Principes d'écologie au niveau de l'individu, de la population, de la communauté et de l'écosystème. Également offert à la Faculté de sciences de l'agriculture et de nutrition de l'Université du Manitoba sous le numéro AGECE 2370. On ne peut se faire créditer le BIOL 2301 et le BIOL 2300 ou l'ancien ZOOL 2371 ou ZOOL 2370 (ou 022.237) ou le BOTN 2371 ou BOTN 2370 (ou 011.237) ou le AGECE 2370 (ou 065.237) ou le ZOOL 2290 (ou 022.229) ou BOTN 2280 (ou 001.228). Préalable: une note minimale de C dans BIOL 1031 ou BIOL 1030 (ou l'ancien 071.125). Préalable ou concomitant: une note minimale de D dans STAT 1001 ou STAT 1000 (ou 005.100). Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 2411 Physiologie du corps humaine 1 Cr.Hrs. 3 +3  
 (ancien ZOOL 2531 ou 022.253) Étude des principaux mécanismes de contrôle du corps (systems nerveux et endocrinien) ainsi que des systems musculaire et reproducteur. On ne peut se faire créditer le BIOL 2411 et le BIOL 2410 ou l'ancien ZOOL 2531 ou ZOOL 2530 (ou 022.253), ou le ZOOL 3530 (ou 022.353). Préalable: une note minimale de C dans le BIOL 1030 ou BIOL 1030 (ou 071.125) ou une note minimale de C+ dans BIOL 1001 ou BIOL 1000 (ou 071.100) et BIOL 1011 ou BIOL 1010 (ou 071.101) ou une note minimale de C dans le BIOL 1412 ou L'ancien ZOOL 1330 (ou 022.133). Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 2421 Physiologie du corps humaine 2 Cr.Hrs. 3 +3  
 (ancien ZOOL 2541 ou 022.254) Étude de la regulation homéostatique par les systems effecteurs du corps (cardiovasculaire, respiratoire, digestif, renal et immunitaire). On ne peut se faire créditer le BIOL 2421 et le BIOL 2420 ou l'ancien ZOOL 2541 (ou 022.254). Préalable: une note minimale de D dans le BIOL 2411 ou BIOL 2410 ou l'ancien ZOOL 2531 ou ZOOL 2530 (ou 022.253) ou un D dans le BIOL 3460 ou l'ancien ZOOL 3530 (ou 022.353) ou l'autorisation écrite de la professeure ou du professeur. Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 2501 Génétique 1 Cr.Hrs. 3 +3  
 (ancien BOTN 2461 ou 001.246) Principes de l'hérédité, de la gamétogénèse et des fondements cytologiques de la transmission héréditaire chez les plantes et les animaux. Concepts de dominance et d'interaction génétique, de détermination du sexe, de la transmission des caractères liés au sexe et des gènes liés, variations chromosomiques, génétique des populations et code génétique. On ne peut se faire créditer le BIOL 2501 et le BIOL 2500 ou l'ancien BOTN 2461 ou BOTN 2460 (ou 001.246) ou le PLNT 2520 (ou 039.252). Préalable: un C dans BIOL 1030 ou BIOL 1030 (ou l'ancien 071.125). Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 2521 Biologie cellulaire Cr.Hrs. 3 +3  
 (ancien ZOOL 2281 ou 022.228) Étude de la fonction des organites cellulaires conjointement avec leur structure microscopique ou leur ultrastructure, en insistant sur l'ensemble de la vie cellulaire en tant que système dynamique. On ne peut se faire créditer le BIOL 2521 et le BIOL 2520 ou l'ancien ZOOL 2281 ou ZOOL 2280 (ou 022.228). Préalable: une note minimale de C dans le BIOL 1030 ou BIOL 1030 (ou l'ancien 071.125). Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 3301 Biologie évolutive Cr.Hrs. 3 +3  
 (ancien BOTN 3001 ou ZOOL 3001) L'évolution est la cause ultime de la diversité biologique. Ce cours donne une introduction aux sujets principaux et aux méthodes de recherche en biologie évolutive. Les sujets incluent: génétique évolutive, adaptation, spéciation et reconstruction de l'histoire de l'évolution. On ne peut se faire créditer le BIOL 3301 et le BIOL 3300 ou l'ancien ZOOL 3001 ou ZOOL 3000 ou BOTN 3000 (ou 022.400). Préalables: une note minimale de C: BIOL 2240 ou l'ancien BOTN 2110 (ou 001.211), BIOL 2261 ou BIOL 2260 ou l'ancien BOTN 2210 (ou 001.221),

BIOL 3260 ou l'ancien BOTN 2290 (ou 001.229), BIOL 2210 ou l'ancien ZOOL 2320 (ou 022.232), BIOL 2231 ou l'ancien ZOOL 2501 (ou 022.250), BIOL 2201 ou BIOL 2200 ou l'ancien ZOOL 2601 ou ZOOL 2600 (ou 022.260) ou l'autorisation du professeur ou de la professeure. Donné seulement au Collège universitaire de Saint-Boniface.

BIOL 3561 Histologie animale compare Cr.Hrs. 3 +3  
(ancien ZOOL 3061 ou 022.306) Étude de l'organisation cellulaire et tissulaire des animaux, de la morphologie cellulaire, de la spécialisation, des types de tissus et de l'organisation cellulaire et tissulaire de tous les systèmes. Accent mis sur les mammifères, mais des études comparatives avec d'autres groupes animaux seront aussi incluses. On ne peut se faire créditer le BIOL 3561 et le BIOL 3560 ou l'ancien ZOOL 3061 ou ZOOL 3060 (ou 022.306) ou l'ancien 022.347. Préalable: un C dans BIOL 1031 ou BIOL 1030 (ou l'ancien 071.125). Préalable conseillé: BIOL 2210 ou l'ancien ZOOL 2320 (ou 022.232), BIOL 2231 ou l'ancien ZOOL 2501 (ou 022.250) ou BIOL 2521 ou BIOL 2520 ou l'ancien ZOOL 2281 ou ZOOL 2280 (ou 022.228). Donné seulement au Collège universitaire de Saint-Boniface.

#### Deletions:

BOTN 2371 Principes d'écologie Cr.Hrs. 3	-3
BOTN 2461 Génétique 1 Cr.Hrs. 3	-3
BOTN 3001 Biologie évolutive Cr.Hrs. 3	-3
ZOOL 2281 Biologie cellulaire Cr.Hrs. 3	-3
ZOOL 2371 Principes d'écologie Cr.Hrs. 3	-3
ZOOL 2501 L'évolution et la structure morphologique des chordés Cr.Hrs. 6	-6
ZOOL 2531 Physiologie du corps humaine 1 Cr.Hrs. 3	-3
ZOOL 2541 Physiologie du corps humaine 2 Cr.Hrs. 3	-3
ZOOL 2601 Introduction à la zoologie des invertébrés Cr.Hrs. 3	-3
ZOOL 3001 Biologie évolutive Cr.Hrs. 3	-3
ZOOL 3061 Histologie animale comparée Cr.Hrs. 3	-3

#### Modifications:

MBIO 4601 Génétique moléculaire des prokaryotes Cr. Hrs. 3  
(ancien 060.460) Étude détaillée de la réplication, de l'expression, de la mutagenèse de la réparation de l'ADN ainsi que des éléments génétiques transposables des bactéries et des virus. On ne peut se faire créditer le MBIO 4601 et les anciens 060.452 ou 060.456. Préalables: une note minimale de C dans MBIO 2111 ou MBIO 2110 (ancien 060.211)(ou les anciens 060.220 ou 060.222) et une note minimale de C dans MBIO 2371 ou MBIO 2370 (ancien 060.237) ou CHEM 2371 ou CHEM 2370 (ancien 002.237)(ou les anciens 060.235 ou 002.235). Le BIOL 2501 ou BIOL 2500 ou l'ancien BOTN 2461 ou BOTN 2460 (ou 001.246) est recommandé. Donné seulement au Collège universitaire de Saint-Boniface.

MBIO 3411 Biologie moléculaire Cr.Hrs. 3  
(ancien 060.341) Traitement rigoureux des bases de la biologie moléculaire moderne reliées à la maladie moléculaire, aux manipulations génétiques et cellulaires, ainsi qu'aux contrôles cellulaires. Préalables: un C dans MBIO 2371 ou MBIO 2370 (ou 060.237)(CHEM 2371 ou CHEM 2370 ou 002.237) ou MBIO 2780 (ou 060.278) ou CHEM 2780 (ou 002.278) et un des cours suivants (avec une note minimale de C); MBIO 2111 ou MBIO 2110 (ou 060.211), BIOL 2521 ou BIOL 2520 ou l'ancien ZOOL 2281 ou ZOOL 2280 (ou 022.228) ou BIOL 2501 ou BIOL 2500 ou l'ancien BOTN 2461 ou BOTN 2460 (ou 001.246). Donné seulement au Collège universitaire de Saint-Boniface.

## Traduction

Renumbering as follows:

TRAD 1181 Introduction à l'espagnol *to* SPAN 1181 Introduction à l'espagnol  
TRAD 1261 Espagnol intermédiaire *to* SPAN 1261 Espagnol intermédiaire  
TRAD 1271 Espagnol oral *to* SPAN 1271 Espagnol oral  
TRAD 2361 Espagnol commercial *to* SPAN 2361 Espagnol commercial  
TRAD 2571 El espanol a través del cine hispanoamericano *to* SPAN 2571 El espanol a través del  
cine hispanoamericano  
TRAD 3461 Littérature et civilisation d'Amérique latine *to* SPAN 3461 Littérature et civilisation  
d'Amérique latine  
TRAD 3561 Cours avancé d'espagnol professionnel *to* SPAN 3561 Cours avancé d'espagnol  
professionnel

# **SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES – 2009/2010**

## **TIMETABLE FOR FACULTY/SCHOOL SUBMISSIONS to the Office of the University Secretary**

	Fall Deadline	SPPC meeting	Spring Deadline	Senate Exec meeting	Senate meeting
Curriculum/Course changes < 9 CH	September 18, 2009 <i>Submitted to SCCCC only</i>			November 18, 2009	December 2, 2009
Curriculum/Course changes > 9 CH or with resource implications	August 21, 2009 <i>Submitted to SCCCC <u>and</u> SPPC</i>	September 28, 2009		October 21, 2009	November 4, 2009
Curriculum/Course changes < 9 CH			February 19, 2010	May 5, 2010	May 19, 2010
Curriculum/Course changes > 9 CH or with resource implications					

**Note:**

- Items to be included in the General Calendar must be submitted for the fall round of meetings.
- All changes with resource implications must be considered by the Senate Planning and Priorities Committee (SPPC). Faculty/School should provide a separate submission for SPPC.  
Resource Implications include: (i) additions/deletions of courses in a department with a net increase of more than nine credit hours, submission to SPPC should include how this will be addressed; (ii) if course is offered jointly with other faculty(s) what are the resource implications.
- The submission of new undergraduate programs with or without additional funding will be considered on an on-going basis by SCCCC and SPPC. In the fall, the Committee's focus is on course changes, therefore, new programs might not be dealt with as quickly as at other times of the year.





UNIVERSITY  
OF MANITOBA

Registrar's Office

400 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9425  
Fax (204) 275-2589

**Date:** April 28, 2009

**Memo To:** University of Manitoba Senate

**From:** Neil Marnoch, Registrar

**Re:** **Proposed change to the Academic Schedule for 2009-2010**

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At the December 3, 2008 Meeting of Senate the Mid-Term Break for Years I and II in the Faculty of Medicine had been approved as March 29 to April 2, 2010. The Faculty of Medicine has since determined that, due to logistics regarding examinations and curriculum schedules, a Mid-Term Break in the week of March 15 – 19, 2010 will be more effective.

**Proposed:**

Change: Mid-Term Break for Medicine I & II  
to March 15 - March 19, 2010  
from March 29 – April 2, 2010

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



UNIVERSITY  
OF MANITOBA

## Registrar's Office

400 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9425  
Fax (204) 275-2589

**Date:** May 5, 2009

**Memo To:** University of Manitoba Senate

**From:** Neil Marnoch, Registrar *Neil Marnoch*

**Re:** **Proposed change to the Academic Schedule for 2009-2010**

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At the December 3, 2008 Meeting of Senate the start of classes for Medicine Year III was approved as Monday, August 24, 2009. The Faculty has re-determined the necessary start time of classes for this group to be Monday August 31, 2009. The end date for the 2009 Fall Term will also be affected and will move to Tuesday, December 22, 2009 from Friday, December 18, 2009.

This change will prevent overlapping clinical study periods in future terms that would have occurred with the dates as previously approved. The students are not being short changed at all and in fact gain some summer vacation. Their Christmas break will be the same as the other medical students.

**Proposed:**

Change: Start of classes for the 2009 Fall Term for Medicine III  
to Monday, August 31, 2009  
from Monday, August 24, 2009

Change: End of classes for the 2009 Fall Term for Medicine III  
to Tuesday, December 22, 2009  
from Friday, December 18, 2009

## **Annual Report of the Senate Committee on Academic Computing**

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### **Preamble**

1. The terms of reference for the Senate Committee on Academic Computing are found on the University Governance website at: [www.umanitoba.ca/governance](http://www.umanitoba.ca/governance).
2. The Committee is charged with providing advice and recommendations to Senate on:
  - a) the University's general policies relating to the development and use of computing and networking in instruction and research;
  - b) prioritizing support for the development and delivery of computing and network services; and
  - c) computer services policies and their effect on faculty and students.

### **Observations**

1. Members of the Committee for 2008-2009 were: Dr. D. Jayas, Mr. G. Miller, Ms. K. Adams, Dean D. Witty, Dean D. Collins, Professor G. Schreckenbach, Professor B. Luterbach, Professor M. Benbow, Professor M. Singer, Professor M. Brabston, Professor E. Scott, Mr. P. Tittenberger, student members A. Hirani, C. Henry, C. Somerfeld, S. Woodcock and Dr. R. Lobdell as Chair.
2. No matters were referred to the Committee for consideration, therefore, no meetings were held during the reporting period.

Respectfully submitted,

Dr. R. Lobdell, Chair  
Senate Committee on Academic Computing.

/lrj

## **ANNUAL REPORT OF THE SENATE COMMITTEE ON ACADEMIC DRESS**

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### **Preamble**

The Terms of Reference for the Senate Committee on Academic Dress are found on the University Governance website at: [www.umanitoba.ca/governance](http://www.umanitoba.ca/governance).

### **Observations**

1. The Senate Committee on Academic Dress did not meet during the reporting term.
2. Members of the Senate Committee on Academic Dress for the 2008-2009 reporting term were: Prof. L. Chalmers, Mr. N. Marnoch, Prof. L. Horne, Ms. C. Bator, Mr. A. Easter, and Prof. P. Hess as Chair.

Respectfully submitted,

Professor Paul Hess, Chair  
Senate Committee on Academic Dress

/rjl

## **Annual Report of the Senate Committee on Academic Freedom**

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### **Preamble**

The Terms of Reference for the Senate Committee on Academic Freedom can be found on the web at :

[http://umanitoba.ca/admingovernance/governing\\_documents/governance/sen\\_committees/488.htm](http://umanitoba.ca/admingovernance/governing_documents/governance/sen_committees/488.htm)

### **Observations**

1. The membership of the Committee for 2008-2009 included: Professor J. Anderson (member-at-large), Chair, Professor M. Gabbert (Arts), Professor C. Morrill (Management), Professor S. Alward (School of Art), Professor R. Cardwell (Faculty of Agricultural & Food Sciences), and Ms. D. Sirois (Student).
2. The committee met once during the reporting period, at the request of Senate Executive to consider the proposal for a Joint Master's Program in Peace and Conflict Studies. The report of the Senate Committee on Academic Freedom was considered, along with the program proposal for the Joint Master's Program, by Senate at the February 4, 2009, meeting.

Respectfully submitted,

Judy Anderson, Chair  
Senate Committee on Academic Freedom

## **Annual Report of the Senate Committee on Academic Review**

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### **Preamble**

The Terms of Reference for the Senate Committee on Academic Review can be found on the web at:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/489.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm)

### **Observations**

1. The membership of the Committee for 2008-2009 included: Dr. R. Lobdell, (Vice-Provost Programs), Chair, Dr. R. Kerr, (Vice-President Academic and Provost), Dean J. Doering (Graduate Studies), Dean C. Axworthy (Law), Professor J. Owens (Arts), Dr. A. MacDiarmid (Medicine), Professor J. Van Rees (Science), Professor M. Ballance (Agricultural and Food Sciences), Mr. S. Huang (Student) and Mr. J. Lyons (Student).
2. The Committee met once during the reporting period on November 12, 2008. A report was drafted that provided an update on completed academic program reviews for the period September 2007 through August 2008. During the period under consideration, nineteen graduate program reviews were completed. The report was endorsed by the Committee and approved by Senate on January 7, 2009.

Respectfully submitted,

Richard Lobdell, Chair  
Senate Committee on Academic Review

/mb

## ANNUAL REPORT OF THE SENATE COMMITTEE ON ADMISSIONS (SCADM) FOR THE YEAR FROM MAY 1, 2008 TO APRIL 1, 2009

The terms of reference for the Senate Committee on Admissions (SCADM) are found on the University website at:

[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm)

The current committee membership is as follows:

<u>Incumbent</u>	<u>Position</u>	<u>Composition</u>
Dr. Dave Morphy	VP (Academic) & Provost	(1) VP (Academic) or <b>designate</b> , <b>Chair</b>
Ms Iris Reece Tougas	Director, Admissions	(2) Vice Provost (Student Affairs) or <b>designate</b>
Mr. Peter Dueck	Executive Director, Enrolment Services	(3) Executive Director (Enrolment Services)
Dr. Linda Wilson	Associate Dean/Professor, Faculty of Arts	(4) Dean, Faculty of Arts or <b>designate</b>
Dr. Betty Worobec	Associate Dean, Faculty of Science	(4) Dean, Faculty of Science or <b>designate</b>
Dr. John Perry	Associate Professor, Faculty of Dentistry	(4) Dean, Faculty of Dentistry or Medicine or <b>designate</b>
Dr. David Collins	Dean/Professor, Faculty of Pharmacy	(5) Senate-appointed dean/director
Dr. Christine Blais	Director, University 1	(5) Senate-appointed dean/director
Dr. Charles Mossman	Associate Dean, I.H. Asper School of Business	(6) Senate Appointee
Dr. Gustaaf Sevenhuysen	Dean, Faculty of Human Ecology	(6) Senate Appointee
Dr. Alex Wright	Associate Dean, Faculty of Social Work	(6) Senate Appointee
Dr. Lori Wallace	Associate Dean, Distance Education	(6) Senate Appointee
Prof. S. McLachlan	Associate Prof., Environment, Earth, and Resources	(6) Senate Appointee
Dr. Judith Owens	Associate Professor, English	(6) Senate Appointee
Mr. Caleb Hull	Student, University 1	(7) Student
Mr. Naresh Redhu	Student, Faculty of Graduate Studies	(7) Student
Vacant (Declined)	Declined	(7) Student
Vacant (Declined)	Declined	(8) Deputy Minister of Education (or designate)
Mr. Peter Brass	University Adviser, St. John's Ravenscourt	(8) Counsellor from a Manitoba high school

Subsequent to the 2008 Annual Report, SCADM met on April 17, 2008, November 25, 2008, December 16, 2008, January 21, 2009 and March 20, 2009. The following matters were addressed by the committee:

1. **Faculty of Medicine** – SCADM reviewed a proposal recommending modifications to its selection process for the Undergraduate Medical Education Program, effective September, 2009. The recommended modifications were pertaining to diversity, equity and due diligence. Approved by the Senate Committee on Admissions, April 17, 2008. Approved by Senate, May 14, 2008.
2. **Faculty of Law** – SCADM reviewed a proposal recommending an increase to the minimum English language proficiency test scores required and acceptance of the internet-based TOEFL and IELTS tests only for those applicants whose primary language is not English (and do not meet any of the exemption rules) for the LL.B. program, effective September, 2009. *The proposal was not approved by the Senate Committee on Admissions and the faculty was requested to submit a revised proposal.*
3. **Faculty of Law** – SCADM reviewed a revised proposal recommending an increase to the minimum English Language proficiency tests scores and changes to the types of tests required for admission into the LL.B. program, effective September, 2009. Approved by the Senate Committee on Admissions, December 16, 2008. Approved by Senate, February 4, 2009.

4. **Faculty of Nursing** – SCADM reviewed a proposal recommending a modification to the entrance requirements for admission to the Bachelor of Nursing degree program under Option 2, effective September, 2011. Approved by the Senate Committee on Admissions, January 21, 2009. Approved by Senate, March 4, 2009
5. **Faculty of Architecture** – SCADM reviewed a proposal recommending the establishment of admission requirements for the proposed Environmental Design After-Degree Program: Architecture Pre-Master's Option: B.Env.D. [A.D.]. Approved by the Senate Committee on Admissions, January 21, 2009. *This proposal was not forwarded to Senate, pending Senate committee approvals of the proposed program itself.*
6. **Faculty of Medicine** – SCADM reviewed a proposal recommending the addition of requirements for an adult criminal record check and a child abuse registry check to the admission process, effective September, 2009. Approved by the Senate Committee on Admissions on March 20, 2009. *This proposal was not forwarded to Senate, pending consideration by other Senate committees.*

Respectfully submitted,

Dr. D. Morphy, Chair  
Senate Committee on Admissions



**Preamble**

1. The terms of reference for the Senate Committee on Admission Appeals are found at the link:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/491.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/491.htm)
2. The Committee is charged to hear and determine appeals from:
  - a) decisions of faculty and school Selection Committees;
  - b) administrative decisions affecting the admission process;
  - c) decisions related to the transfer of credit policy of the faculty/school; and
  - d) the possible granting of advance standing.
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and recommend on any changes in admission policies and procedures which should be considered as a result of the appeal.

**Observations**

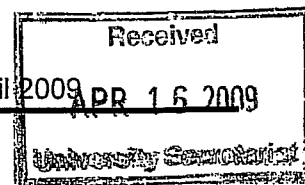
1. Members of the Committee for 2008 -2009 were Professor A. Sloane-Seale (Extended Education), Professor J. Dean (Arts), Professor M. Abrahams /Professor B. Hann (Science), Professor P. McVetty, (Science), Professor M. Matthews (Music), Professor B. Cohen (Nursing), Professor E. Milliken (Social Work), Professor M. Fricke (Medical Rehabilitation), Professor D. Mandzuk (Education), Mr. A Das (Student), Mr. L. Baillie (Student), Ms. R. Bruce-Nanakeain (Vice-President External, UMSU) Mr. P. Nawrot, and Professor P. Osborne as Chair. Ms. I. Reece-Tougas (Director of Admissions) is a nonvoting member of the Committee.
2. The Senate Committee on Admission Appeals reports to Senate on an ongoing basis as appeals are heard. These reports are summarized below:

During the period from April 1, 2008 to March 31, 2009 the Committee received 5 appeals during this time period.

#	FACULTY	DECISION
1	Education	Denied
2	Graduate Studies	Both withdrawn
1	Law	Granted
1	Nursing	Denied

Respectfully submitted,

Professor P. Osborne  
Chair of the Senate Committee on Admission Appeals



## **Preamble**

The terms of reference for the Senate Committee on Animal Care (SCAC) can be found on the web at

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/492.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/492.htm). SCAC is "To provide advice and recommendations to Senate and the University Administration regarding: the University's general policies relating to the development of facilities for and use of animals in research, teaching or testing; prioritizing support for the development and delivery of animal care services; and animal care and use policies and their effect on faculty members, staff and students".

## **Observations**

### **1. Members of the Committee for 2008-2009 were:**

Digvir Jayas, Associate Vice-President (Research) and Chair  
Ed Kroeger (for Dean Sandham), Faculty of Medicine  
Elizabeth Worobec (for Dean Whitmore), Faculty of Science  
Tammy Ivanco (for Dean Sigurdson), Faculty of Arts  
Michael Trevan, Faculty of Agricultural and Food Sciences  
Kevin Coombs, Faculty of Graduate Studies  
Elliot Scott, Faculty of Dentistry  
Kees Plaizier, Department of Animal Science  
Gary Anderson, Department of Biological Sciences  
Alison Calder, Department of English  
Terry Dick, Department of Biological Sciences  
Susan Shefchyk, Department of Physiology  
Robert Madziak, Central Animal Care Services  
Randy Aitken, St. Boniface General Hospital Research Centre  
Nora Lewis, Director, Animal Care and Use Program  
Richard Hodges, Acting Director, Animal Care and Use Program  
Kris Klemchuk, Undergraduate Student Representative  
Deborah Turner, Graduate Student Representative  
Florence Opapeju, Graduate Student Representative  
Vanessa Huzinger, Undergraduate Student Representative  
Brent Thomas, Community Representative

### **2. During the reporting period, the Committee met twice:**

October 14, 2008

- Lab inspections were completed and minor problems were identified and quickly resolved. This remains a very time consuming process. The Canadian Council on Animal Care (CCAC) was approached in October 2007 and was asked to consider waiving the requirement of annual lab inspections of well run labs. The CCAC Assessment Committee (AC) advised in October 2008 that it was uncomfortable with not having at least some form of annual animal care committee (ACC) oversight of all labs where animals are used. The CCAC AC recommended that for labs in which

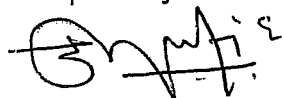
animals are not kept (alive) for more than a few hours and are not subjected to potentially painful/distressful procedures, that the ACC delegate a minimum of one person (normally an ACC member) to conduct a brief visit and report back to the ACC accordingly.

- InfoEd is still being evaluated by ORS.
- New and renewed PMRC memberships were approved.
- Over \$400k was made available for infrastructure upgrades in 2008/2009. In addition, Administration allocated \$50K to the IPC in the 2008/2009 fiscal year for the creation of an emergency fund.
- Regarding the issue of whether or not to allow "E" category of invasiveness (coi) protocols to be conducted was discussed at great length by this committee. A legal opinion from the university lawyer was sought on whether or not the currently approved policy on Animal Care and Use allows "E" coi protocols to be conducted. The legal opinion was that the currently approved policy does in fact allow "E" coi protocols to be conducted. It was also confirmed that this practice is consistent with approximately 90% of other medical universities which allow "E" coi protocols to be conducted. In light of the above, it was decided to develop procedures for reviewing and monitoring "E" coi protocols. These procedures are currently under development.
- Guideline 002, "Submission of a New Protocol or an Amendment to an Existing Protocol" was approved. The development of additional guidelines to ensure consistency within the animal care and use program and to assist with the interpretation of rules regulations of documents which are issued by governing bodies such as the CCAC is ongoing.
- Revisions to the Animal Care and Use Policy and Procedures documents were completed and were approved by Senate on December 3, 2008.

March 20, 2009

- Written reports from the SCAC Sub-Committees (the Bannatyne and Fort Garry Campus Protocol Management and Review Committees; Education Sub-Committee; and Infrastructure Planning Committee) were reviewed and approved.
- Written reports on the activities of the Local Animal Users Committees (the Bannatyne Campus; Faculty of Science, Faculty of Arts, and the St. Boniface General Hospital Research Centre) were reviewed and approved.
- 2008 Facility Inspection Reports and applicable facility responses reviewed and approved.
- New and renewed PMRC memberships were reviewed and approved.
- Over \$400k will be allocated for infrastructure upgrades in 2009/2010.
- The next CCAC site visit will take place in Spring 2010. The University of Manitoba is currently in full compliance.

Respectfully submitted,



Digvir S. Jayas, Chair  
Senate Committee on Animal Care

Preamble

1. The terms of reference for the Senate Committee on Appeals are found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/493.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/493.htm)
2. The Committee is charged to hear and determine appeals:
  - a) from decisions made by faculty and school councils upon applications, requests or petitions by students except those pertaining to decisions on admissions or disciplinary matters;
  - b) from decisions made by academic administrators involving Senate regulations in which faculty or school councils have no jurisdiction; and
  - c) from decisions taken by Awards Selection Committees of faculties and schools.
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

Observations

1. Members of the Committee for 2008-2009 were: Dean. J. Wiens (Education), Dean M. Trevan (Agriculture and Food Science), Dean J. Watkinson (Kinesiology & Recreation Management, (replacing Dean R. Mullaly, (Social Work)), Dean I. Diallo (St. Boniface College), Professor A. Young (Arts, Vice-Chair), Professor B. Amiro (Agriculture and Food Science), Professor M. Ballance (Agriculture and Food Science), Professor K. Levine (Social Work), Professor D. MacPherson (Law), Professor D. McMillan (Nursing), Professor J. Page (Science), Mr. P. Nawrot (Student), Mr. O. Asemota (Student), Mr. B. Monteiro (Student), Mr. L. Baillie (Student), Ms. J. Winter (Student), Mr. C. Hull (Student), Ms. A. Carr (Student) Ms. R. Bruce-Nanakeain (Student), and Professor A. McNicol served as Chair.
2. The Senate Committee on Appeals reports to Senate on an ongoing basis as appeals are heard. These reports, which are contained in the Senate minutes are summarized below:

During the reporting period from April 1, 2008 to March 31, 2009 the Committee handled 19 appeals during the reporting period.

#	Faculty	Decision
3	Science	1 denied; 2 no grounds
3	Graduate Studies	1 no grounds; 1 denied; 1 withdrawn
7	Engineering	2 granted; 2 denied; 2 withdrawn; 1 returned to Faculty
1	Extended Education	1 withdrawn
1	Pharmacy	1 denied
2	Nursing	1 denied; 1 granted
1	IH Asper	1 no grounds
1	University 1	1 denied

Respectfully submitted,

Dr. A. McNicol, Chair  
Senate Committee on Appeals

## **Annual Report of the Senate Committee on Approved Teaching Centres**

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### **Preamble**

The Terms of Reference for the Senate Committee on Approved Teaching Centres (SCATC) can be found on the web at:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/494.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.htm)

### **Observations**

1. Members of the Committee for 2008-2009 were: Professor B. Schwimmer (Arts), Ms. R. Gaywish (Extended Education), Professor T. Ivanko (Arts), Professor T. Chen (Arts), Professor R. Finnegan (Arts), Professor S. Brickey (Arts), Professor D. McCance (Arts), and Professor L. René (Arts)
2. The current Approved Teaching Centres are:  
  
Prairie Theatre Exchange  
William and Catherine Booth College
3. In preparation for the 2008-2009 session, the SCATC conducted its regular spring business of reviewing cross-registered courses to be offered by the Approved Teaching Centres, together with the proposed instructors, and recommending the same to Senate at its June meeting.

Respectfully submitted,

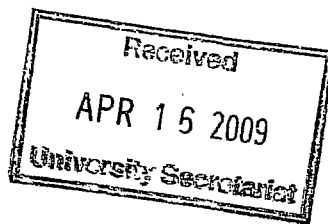
Senate Committee on Approved Teaching Centres

/mb



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## Enrolment Services



Financial Aid & Awards  
422 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9531  
Fax (204) 474-7543  
awards@umanitoba.ca

### ANNUAL REPORT TO SENATE FROM THE SENATE COMMITTEE ON AWARDS

#### Number of meetings

The Senate Committee on Awards met nine times (including one electronic poll) between May 1, 2008 and April 30, 2009.

#### Terms of Reference

Terms of Reference for the Senate Committee on Awards can be found on pages 10.10 to 10.11 in the *Senate Handbook*.

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)

#### Committee Members

##### Academic Representatives:

Dr. Philip Hultin (Chair/Faculty of Science)  
Prof. Nicole Harder (Faculty of Nursing)  
Dr. David Kuhn (Faculty of Engineering)  
Dr. Laura Loewen (Faculty of Music)  
Dr. Colleen Metge (Faculty of Pharmacy)  
Dr. Greg Smith (Faculty of Arts)

##### Student Representatives:

Ms Nicole Duseigne (Faculty of Music)  
Ms Andrea Rossnagel (Faculty of Graduate Studies)

##### Director, Financial Aid & Awards:

Ms Jane Lastra

##### Dean, Faculty of Graduate Studies:

Dr. Jay Doering  
Ms Marcia Labiuk (alternate)

##### Consultants:

Mr. Peter Dueck (Enrolment Services)  
Ms C. Richardson (Enrolment Services)  
Dr. S. Coyston (Recording Secretary/Enrolment Services)

**STUDENT  
AFFAIRS**

creating opportunities for student success

## Observations

1. In 2008 – 2009, the Senate Committee on Awards approved the establishment of 96 new awards, amendments to 110 existing awards, and the withdrawal of 14 awards. Of the 96 new awards, 70 are scholarships, prizes, or fellowships, 23 are bursaries, 1 is an undergraduate research stipend, and 1 is an outreach award offered to the highest ranking student at a Canadian university in the William Lowell Putnam Mathematical Competition.

(Appendix A)

2. The Senate Committee on awards recommended to Senate, for approval, requests to establish 8 new awards that appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*. Seven of these awards will provide support for Aboriginal students at the University and one is intended to encourage enrolment of female students in Electrical Engineering.

Respectfully submitted,

Dr. P. Hultin, Chair  
Senate Committee on Awards

## APPENDIX A -

**New Awards\* Established Between May 1, 2008 and April 30, 2009 (Total = 96, including 2 Outreach Awards)**

\* Scholarships, Prizes, Fellowships, and Bursaries

Undergraduate, Graduate, and Medicine	Entrance Awards	Renewable Entrance Awards	In-course and Graduating Awards	Total
Undergraduate	7	1	57	66
Undergraduate Summer Research Stipend	-	-	-	1
Graduate	2	1	20	24
Undergraduate or Graduate	-	-	4	4
Outreach	-	-	-	1

**New Undergraduate Awards\* by Faculty or School, May 1, 2008 - April 30, 2009 and Historical Data for 2007-08 and 2006-07**

\* Scholarships, Prizes, Fellowships, and Bursaries and 1 Summer Research Stipend

Faculty or School	08-09	07-08	06-07
Agricultural & Food Sciences	4	8	4
Architecture	1	1	1
Art (Fine Arts)	-	2	-
Arts	3	1	4
Central†	11	6	4
Dentistry	2	2	1
Dental Hygiene	1	1	-
Education	-	5	-
Engineering	6	7	1
Environment, Earth, & Resources	3	-	3
Human Ecology	1	-	1
Interdisciplinary	1	4	1
Kinesiology & Recreation Management	1	1	2
Law	7	7	3
Management	4	7	-
Medical Rehabilitation	1	-	4
Medicine	10	2	6
Music	3	1	5
Nursing	3	2	-
Pharmacy	2	2	2
Science	2	1	2
University 1	1	1	-
<b>Totals</b>	<b>67</b>	<b>61</b>	<b>44</b>

† Awards open to students in any faculty or school.



## APPENDIX A -

### New Graduate Awards\* by Area of Study, May 1, 2008 - April 30, 2009 and Historical Data for 2007-08 and 2006-07

\* Scholarships, Prizes, Fellowships, and Bursaries

Area of Study	08-09	07-08	06-07
Agricultural & Food Sciences	3	1	4
Architecture	3	1	2
Arts	3	4	1
Central†	3	-	-
Engineering	-	2	-
Environment, Earth, & Resources	5	1	-
Interdisciplinary	2	3	1
Medical Rehabilitation	1	-	-
Medicine	2	1	-
Music	-	-	2
Nursing	-	1	1
Science	2	2	1
<b>Totals</b>	<b>24</b>	<b>16</b>	<b>12</b>

† Awards open to students in a graduate program offered through any department.

### New Awards\* Open to Undergraduate and Graduate Students by Area of Study, May 1, 2008 - April 30, 2009 and Historical Data for 2007-08 and 2006-07

\* Scholarships, Prizes, Fellowships, and Bursaries

Area of Study	08-09	07-08	06-07
Agricultural & Food Sciences		1	
Architecture		1	
Arts		1	
Central†		2	4
Education		1	
Engineering			1
Human Ecology			1
Interdisciplinary	3		
Music		1	
Science			1
Social Work	1		
<b>Totals</b>	<b>4</b>	<b>7</b>	<b>7</b>

† Awards open to students in any faculty or school.

## Annual Report of the Senate Committee on the Calendar

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### Preamble

1. The terms of reference for the Senate Committee on the Calendar are found on the web at [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/496.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/496.htm)
2. The Committee is charged with preparing the University Calendars and providing advice on matters referred to it concerning the University Calendars.

### Observations

1. Members of the Committee for 2008-2009 were: Professor P. Hultin (Science), Ms. J. Horner (Libraries), Ms L. Hamilton (*Calendar* editor), Ms. J. Ellis (Student), Mr. N. Marnoch (Registrar), Professor T. Hassard (Graduate Studies), Dean H. Sector (Law) and Mr. J. Leclerc as the Chair.
2. The Committee met once during the reporting period on June 10, 2008, where there was a discussion on a review of the calendar and a recommendation to establish a Calendar Review Sub-committee. Subsequently, terms of reference for the sub-committee were submitted to and approved by Senate at the November 5, 2008, meeting. The sub-committee has formed three working groups and is currently conducting the review.

Respectfully submitted,

Jeff M. Leclerc, Chair  
Senate Committee on the Calendar

/mb

## Annual Report of the Senate Committee on Curriculum and Course Changes

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### Preamble

The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) can be found on the web at

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).

SCCC is "to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses".

### Observations

1. Members of the Committee for 2008-2009 were: Professor E. Worobec (Science), Professor D. Schonwetter (Dentistry), Professor B. Ferguson (Arts), Professor D. Mann (Agricultural & Food Science), Professor K. Matheos (Extended Education), Professor H. Frankel (Social Work), Professor Theresa Sullivan (Medical Rehabilitation), Ms. J. Horner (Libraries), Ms. D. Breyfogle (Libraries), M. S. Dorge (CUSB), Dr. R. Lobdell (Vice-Provost (Programs), Mr. A. Easter (Student), Mr. James Lyons (Student), Mr. P. Nawrot (Student).
2. During the reporting period the Committee met on the following dates and reported to Senate on:

October 20, 2008	-	curriculum and course changes from the Department of Mechanical Engineering totaling more than nine credit hours
October 15, 20 & November 4, 2008	-	course changes from departments totaling less than nine credit hours in various faculties and schools
	-	course changes from the Department of Biological Sciences including consolidation of programs and course prefixes under BIOL
April 1 & 6, 2009	-	course changes from departments totaling less than nine credit hours in various faculties and schools
	-	proposal for a degree completion program Bachelor of Dental Hygiene
	-	approval of deadlines for 2009/2010
	-	revision of committee membership to include representative of the Libraries and the Collège universitaire de Saint-Boniface as voting members

Respectfully submitted,

Professor H. Frankel, Chair  
Senate Committee on Curriculum and Course Changes

/mb

## **Preamble**

The terms of reference for the Senate Committee on the Ethics of Research Involving Human Subjects (SCERIHS) can be found on the web at:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/500.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/500.htm).

SCERIHS is to "Provide advice and recommendations to Senate and the University Administration regarding the University's general policies relating to human subjects research and the effects of these policies on faculty members, staff and students."

## **Observations**

1. Members of the Committee for 2008-2009 were:

Peter Cattini, Associate Vice-President (Research), (*ex-officio*), Chair  
Edward Johnson, Faculty of Arts  
Algernon Karim, Faculty of Dentistry  
Tuula Heinonen, Faculty of Social Work  
Maureen Heaman, Faculty of Nursing  
Francine Morin, Faculty of Education  
Sandra Ingram, Faculty of Engineering  
Naresh Redhu, Faculty of Graduate Studies, graduate student  
Anna-Celestrya Carr, Faculty of Arts, undergraduate student  
Scott Armstrong, community representative  
John Irvine, Faculty of Law, lawyer

and, Research Ethics Boards (REBs) Chairs (*ex-officio*), appointed by SCERIHS:

Nick Anthonisen, Faculty of Medicine, Chair of Biomedical Research Ethics Board (BREB)  
John Arnett, Faculty of Medicine, Chair of Health Research Ethics Board (HREB)  
Bruce Tefft, Faculty of Arts, Chair of Psychology/Sociology Research Ethics Board (PSREB)  
Stan Straw, Faculty of Education, Chair of Education/Nursing Research Ethics Board (ENREB)  
Wayne Taylor, Faculty of Arts, Chair of Joint-Faculty Research Ethics Board (JFREB)

2. A sub-committee of SCERIHS is the Ethics Policy Implementation Committee (EPIC). EPIC consists of the five REB Chairs, the two Human Ethics Coordinators and is chaired by Dr. Peter Cattini, Associate Vice-President (Research). Members of EPIC continue to investigate ways to provide educational opportunities for both reviewers and researchers alike, in an effort to improve the protocol submission and review process. Throughout the reporting period the Chairs and the Human Ethics Coordinators attended or presented at the request of various committees and groups on campus. The EPIC sub-committee met in response to issues as they occurred, and was available as a resource for any questions that arose during the year.
3. A Research Quality Assurance office was established in 2008. A Research Quality Assurance Manager/Monitor (RQAM) was hired. The RQAM has been developing an oversight program for the U of M, and has been consulting with stakeholders in order to establish a monitoring program that will meet Good Clinical Practices (GCP) and local, national and international regulatory requirements and guidelines. A job description for an Assistant to the RQAM is also being developed.

4. The University of Manitoba research ethics boards are organized and operate according to the Tri-Council Policy Statement (TCPS), which was jointly developed in 1998 by Canada's three research agencies. In 2008, after seven years of consultation and collaboration between Canada's research community and the members of the Interagency Advisory Panel on Research Ethics (PRE), a draft revision of the TCPS has been proposed. The draft includes substantial changes, including a new set of core principles, and new chapters on qualitative research and research involving Aboriginal peoples. The Panel established a tour of academic institutions across Canada to showcase this revised edition, and to invite feedback from researchers, REBs and administrators, research participants, and the Canadian public. The RQAM was instrumental in having the Panel include U of M in their Regional Consultation Tour in Winnipeg on March 26, 2009.
5. There were no instances of non-compliance with Policy #1406 (*The Ethics of Research Involving Human Subjects*) during the 2008-2009 year. Additionally, Standard Operating Procedures (SOPs) have now been developed and approved for both Bannatyne and Fort Garry campuses.
6. The five REBs meet and review protocols on a monthly basis. The two Bannatyne Campus REBs reviewed 526 protocols between January 1 and December 31, 2008. The three Fort Garry Campus REBs reviewed 424 protocols between January 1 and December 31, 2008.

Respectfully submitted,



Dr. Peter Cattini, Chair  
Senate Committee on the Ethics of Research Involving Human Subjects

**Annual Report of the Senate Committee on Honorary Degrees**

**Preamble**

The terms of reference for the Senate Committee on Honorary Degrees are found online at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/501.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/501.htm)

**Observations**

1. The membership of the Committee for 2008-2009 included: Dr. E. J. E. Szathmáry (President), Dr. David T. Barnard (President), Mr. B. Bowman (President of Alumni Association), Ms. Maureen Rodrigue (President of Alumni Association), Dr. J. Hoskins, (Warden, St. John's College), Dr. Judy Anderson (Science), Dean Ruth (Engineering), Dr. T.E. Anna (Arts), Mr. G. Sran (President of UMSU), Mr. J. Sopotiuik (President of UMSU), Mr. J. August (community representative) and Dr. W. Norrie (Chancellor) as Chair.
2. The Committee on Honorary Degrees reports to Senate as required in closed session on candidates for honorary degrees, special convocations, and the naming of buildings, parts of buildings, roadways and special units.
3. During the period April 2008 to March 2009, the Committee reported to Senate on four occasions: May 14, 2008, September 3, 2008, October 1, 2008 and December 3, 2008. Details of these reports are available in the Office of the University Secretary (312 Administration Building) upon request by eligible members of Senate.

Respectfully submitted,

Dr. W. Norrie, Chair  
Senate Committee on Honorary Degrees

/ki

## **Annual Report of the Senate Committee on Instruction and Evaluation**

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### **Preamble:**

The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:

[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm)

### **Observations:**

1. Members of the Committee for 2008-2009 were: Dr. K. Grant, Chair, Professor D. Schönwetter (Dentistry), Professor B. Luterbach (Extended Education), Professor M. Lawall (Arts), Professor Z. Lutfiyya (Education), Professor E. Etcheverry (Medical Rehabilitation), Professor T.B. Goh (Agricultural & Food Sciences), Professor E. Smirnova (Science), Mr. J. Athayde (Student), Mr. G. Klos (Student), Mr. C. Hull (Student), and Mr. A. Bonar (Student). *Ex-officio* resource members of the Committee were: Dr. C. Kristjanson, Dr. K. Jensen, Mr. N. Marnoch, Dr. L. Smith, and Mr. M. Tripple.
2. The Committee met on two occasions during the reporting period, on June 18, 2008 and January 22, 2009.
3. At its meetings on June 18, 2008 and January 22, 2009, the Committee:
  - a) approved changes to academic standing rules within faculties/schools;
  - b) approved proposals from the Faculty of Arts regarding residency requirements, second degrees, majors and minors;
  - c) approved the change in time for completion for the Baccalaureate Program for Registered Nurses;
  - d) authorized the Faculty of Science to run a one-year pilot project on student access to final exams;
  - e) reviewed Professional Unsuitability by-laws in the Faculties of Social Work and Education.

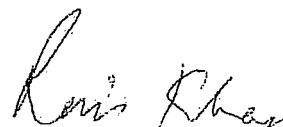
Respectfully submitted,

Dr. Karen R. Grant, Chair  
Senate Committee on Instruction and Evaluation

Annual Report of the Joint Senate Committee (JSC) for Joint Masters Programs (JMP)  
2008-2009

1. Current members of the JSC are: Rais Khan (UW), Chair; K. Jensen, Associate Dean, Faculty of Graduate Studies (UM), permanently delegated by J. Doering Dean of Graduate Studies (UM) ; George MacLean (UM); Mark Libin (UM); Zana Lutfiya (UM); Graduate Student – TBA (UM); S. Kirby, Acting Vice-President, Research and Graduate Studies (UW); Jeff Martin (UW); Melanie Nimmo (UW); Anna Stokke (UW); Graduate Student Christina Von-Schindler (UW)
2. The JSC did not meet in 2008-2009 simply because no items were referred to it either for review or for approval and onward transmission to the Senates of the Universities of Manitoba and Winnipeg. During the first two years of my term as Chair (2006-2008), however, the JSC rejuvenated the moribund JMP in Religion, reviewed the program in Peace and Conflict Resolution, and devised procedures for the periodic review of Joint Masters Program. All these documents have since been adopted by the respective Senates of U of M and U of W.
3. Even though the JSC did not meet in 2008-2009, my assistant at the U of W, Ms. Deanna England, and I have undertaken an administrative initiative which, in my view, did not necessitate a Committee meeting. Hitherto, documents governing Joint Masters programs between the U of M and the U of W have been scattered all over the place at both Universities, making it less than easy to obtain specific reference to any program. Ms England and I have compiled all JMP governing regulations in one comprehensive document under the title of *REGULATIONS GOVERNING THE JOINT MASTERS PROGRAMS BETWEEN THE UNIVERSITY OF MANITOBA AND THE UNIVERSITY OF WINNIPEG*. Electronic copies of the compiled document have been sent to all administrative and academic officials and academic units involved in the JMPs at both Universities. We hope that that this compilation would serve as a convenient point of reference for the programs!
4. My term as Chair, JSC/JMP, expires in May 2009. During the past three years I have enjoyed working with officials and staff from both the University of Manitoba and the University of Winnipeg and would like to express my appreciation for their ready cooperation and assistance. I would, in this context, particularly like to single out Dr. Karen Jensen, Associate Dean of Graduate Studies, University of Manitoba, for her willing cooperation, gracious collegiality and thoughtful counsel.

Respectfully submitted



Rais Khan, Chair JSC/JMP



## **Annual Report of the Joint Senate Committee on Master's Programs Appeals**

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### **Preamble**

The Terms of Reference for the Joint Senate Committee on Master's Programs can be found on the web at:

[http://umanitoba.ca/admin/governance/governing\\_documents/sen\\_committees/504.htm](http://umanitoba.ca/admin/governance/governing_documents/sen_committees/504.htm).

### **Observations**

1. Members of the Committee for 2008-2009 were: Professor A. Sloane-Seale, Professor B. MacNeil, Mr. Bob Christmas, Professor J. Grace, Professor G. Fulford, Ms. A. Evers and Dr. R. Murray as Chair.
2. No appeals were referred to the Committee for consideration, therefore, no meetings were held during the reporting period.

/mb

## Annual Report of the Senate Committee on the Libraries

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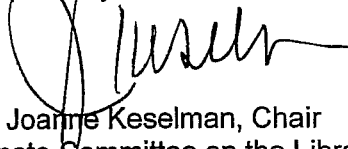
### Preamble

The Terms of Reference of this Committee enable it to make broad assessments of the status of the libraries, their fiscal support, and their effect on faculty and students (see [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/505.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/505.htm))

### Observations

1. Members of the Committee for 2008-2009 were: Dr. J. Keselman, Chair, Dr. P. Cattini, Ms. K. Adams (Libraries), Dr. K. Jensen (Graduate Studies), Dean D. Collins (Pharmacy), Dean D. Ruth (Engineering), Professor H. Heller (Arts), Professor J. Van Rees (Science), Professor R. Barclay-Goddard (Medical Rehabilitation), Dr. S. Sweeney (Libraries), Professor K. Markstrom (Music), Professor V. Warne (Arts), Mr. M. Bagavathiarnan (Student), Mr. C. Burt (Student).
2. The Committee met once during the reporting period on January 27, 2009, to discuss the acquisitions 2008/2009 update, the Libraries strategic resource plan 2009/2010 and a roundtable discussion on the current state of the Libraries.

Respectfully submitted,



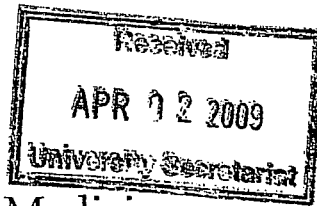
Dr. Joanne Keselman, Chair  
Senate Committee on the Libraries

/mb



UNIVERSITY  
OF MANITOBA

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Fax (204) 789-3928

**TO:** Mr. Jeff Leclerc  
University Secretary  
312 Administration Building  
Fort Garry Campus

**FROM:** Dr. Heather Dean, MD, FRCPC  
Associate Dean (Academic)

**DATE:** April 1, 2009

**RE:** ANNUAL REPORT OF THE SENATE COMMITTEE ON  
MEDICAL QUALIFICATIONS MAY 2008 - APRIL 2009

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The Senate Committee on Medical Qualifications did not meet during the year.

**Members of the SCMQ are:**

Dr. H. Dean, Chair, Dean of Medicine designate  
Dr. K. Grant, Vice-President (Academic) designate  
Dr. W. Pope, appointed by the College of Physicians and Surgeons  
Dr. A. Chochinov, Faculty Member, Faculty of Medicine  
Dr. M. Moffatt, Faculty Member, Faculty of Medicine  
Dr. E. Cowden, Faculty Member, Faculty of Medicine

## Annual Report of the Senate Committee on Nominations

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### Preamble

1. The Terms of Reference for the Committee are found on the University Governance website at [www.umanitoba.ca/governance](http://www.umanitoba.ca/governance).
2. The Senate Committee on Nominations is responsible for recommending academic staff and student nominees for standing, *ad hoc* and special committees of Senate, as well as recommending Senate representatives on other University committees and outside boards. The Committee's recommendations are forwarded to Senate for consideration and approval.

### Observations

1. Members of the Committee for 2008-2009 were: Dean D. Collins, Dean J. Doering, Professor C. Taylor, Professor K. Jensen, Professor E. Etcheverry, Professor M. Edwards, Professor M. Brabston, Professor S. Kouritzin, Professor P. Perkins, Ms. J. Armah, Mr. C. Martel, and Professor N. Hunter as Chair.
2. The Committee reported to Senate at the May 14, 2008 and November 5, 2008 Senate meetings to consider academic staff nominees for vacancies on standing committees of Senate.
3. Student nominees for standing committees of Senate are prepared by a special subcommittee. Membership of the sub-committee includes three members of the student Senate caucus, three members of UMSU Council and the President (or designate) of UMSU. A list of nominees was received from this group and recommendations were made by the Senate Committee on Nominations at the November 5, 2008 Senate meeting.
4. The support to the Senate Committee on Nominations provided by the Recording Secretary Ms. Lesley Leonhardt, Information and Technology Coordinator, Office of the University Secretary continues to be very valuable and is highly regarded by the members of SCN.

Respectfully submitted,

Professor Norman R. Hunter, Chair Senate Committee on Nominations

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**Annual Report of the Senate Planning and Priorities Committee -  
April 1, 2008 to March 31, 2009**

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**Preamble**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm)

**Observations**

1. Membership of the Committee during the reporting period included:

**Elected by Senate:**

Prof. N.R. Hunter (Chair)  
Prof. M. Bartell  
Prof. J. Blatz  
Ms. A. Ducas  
Prof. E. Epp

Prof. D. Fuchs  
Prof. M. Gabbert  
Prof. M. Matthews  
Prof. D. Smyth  
Prof. J. Young

**Student Members:**

Ms. A. Carr  
Mr. M. Tripple  
Mr. Aaron Glenn

**Ex-officio Members:**

Dr. R. Lobdell Vice-Provost (Programs) – designate for President  
Prof. K. Grant, Vice-Provost (Academic Affairs)  
Mrs. D. McCallum, Vice-President (Administration)  
Dr. D.R. Morphy, Vice-Provost (Student Affairs)  
Dr. D. Jayas, Acting Vice-President (Research)

**Others:**

Ms. M. Brolley, Recording Secretary  
Mr. J. Leclerc, University Secretary

2. The work of the Committee is carried out by three subcommittees:

Program and Curriculum Planning - chaired by D. Fuchs  
Space Planning - chaired by E. Epp  
Finance Planning - chaired by N. R. Hunter

3. During the period April 1, 2008 to March 31, 2009, the Senate Planning and Priorities Committee met on eight occasions; April 14, 2008, May 26, 2008, September 22, 2008, October 27, 2008, November 24, 2007, January 26, 2009, February 23, 2009, and March 23, 2009. The appropriate reports of the Senate Planning and Priorities Committee are included in the Senate Minutes.
4. The Chair of SPPC and the members of the Finance Planning subcommittee are members of the President's Budget Advisory Committee (BAC). This committee contributed to discussion of the University Budget through a series of meetings in 2008 and 2009.
5. I wish to thank the members who served on SPPC during the period covered by this report for their hard work, enthusiasm and dedication to the task. The support to SPPC provided by the Recording Secretary and the University Secretary continues to be very valuable and is highly regarded by the members of SPPC. I also thank the University senior administration for attending meetings and providing the Committee with all pertinent information.

Respectfully submitted,

Norman R. Hunter, Chair  
Senate Planning and Priorities Committee

Preamble

The terms of reference for the Senate Committee on Rules and Procedures are found in the following link:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/509.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.htm)

1. The Committee is charged with providing advice and making recommendations to Senate on:
  - (a) proposed rules and procedures governing Senate and its Standing Committees; and
  - (b) proposed amendments to Faculty/School Council Bylaws.
2. On behalf of Senate, the Committee reviews new or amended bylaws proposed by department councils prior to consideration by a Faculty or School Council.

Observations

1. Members of the Committee for the 2008-2009 were: Professor T. Anna (Arts), Professor J. Anderson (Science), Professor M. Brabston (I.H. Asper School of Business), Professor J. Long (Education), Professor P. King (Science), Mr. J. Lyons (Student), Mr. P. Nawrot (Student) and Dean J. Doering (Graduate Studies) as Chair.
2. No requests to consider amendments to Faculty Council Bylaws were received.
3. Requests to consider amendments to the Departmental Council Bylaws of Geological Sciences and Physical Therapy were revised by the Committee.
4. A review of the Joint Masters Program in Religion Governing Documents was conducted.
5. The Committee has begun a discussion about the distribution of Faculty/School representatives on Senate. This discussion will continue in the upcoming year.
6. The Committee discussed the current list of Assessors on Senate, and recommended some updates to the list.

Respectfully submitted,



Dean J. Doering, Chair  
Senate Committee on Rules and Procedures

## Annual Report of the Senate Committee on University Research

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### Preamble

The terms of reference for the Senate Committee on University Research (SCUR) can be found on the web at

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/510.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.htm).

### Observations

1. Members of the Committee for 2008-2009 were:

Digvir Jayas, Acting Vice-President (Research), as Chair  
David T. Barnard, President and Vice-Chancellor  
Karen Grant, Vice-Provost (Academic Affairs)  
Peter Cattini, Associate Vice-President (Research)  
Jay Doering, Dean, Faculty of Graduate Studies  
Barbara Crutchley, Director, Office of Research Services  
Nancy Klos, Associate Director (Research Grants)  
Douglas Ruth, Dean, Faculty of Engineering  
Michael Trevan, Dean, Faculty of Agricultural and Food Sciences  
David Collins, Dean, Faculty of Pharmacy  
David Barber, Clayton H. Riddell Faculty of Environment, Earth & Resources  
Jim Davie, Department of Biochemistry & Medical Genetics  
Michael Freund, Department of Chemistry  
Rick Linden, Department of Sociology  
Patricia Martens, Department of Community Health Sciences  
Lea Stirling, Department of Classics  
Mark Whitmore, Dean, Faculty of Science  
Karin Wittenberg, Faculty of Agricultural and Food Sciences  
Roberta Woodgate, Faculty of Nursing  
Suresh Neethirajan, Graduate Students' Association  
Andy Bonar, Graduate Students' Association

2. During the reporting period the Committee met four times as outlined below:

- |              |   |
|--------------|---|
| May 22, 2008 | Reviewed the Winnipeg Institute for Theoretical Physics and recommended to Senate its continuance for a five year period, commencing September 3, 2008. |
|              | Reviewed the Centre on Aging and recommended to Senate its continuance for a five year period, commencing September 3, 2008.                            |
|              | Approved the composition of the 2008 Selection Committee for the Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award.                    |



Reviewed the Transport Institute and recommended to Senate its continuance for a five year period, commencing September 3, 2008.

Reviewed a proposal to establish a Research Chair in Watershed Science and recommended to Senate its establishment.

Learned of the establishment of the Manitoba Group in Protein Structure and Function.

Reviewed a proposal for the establishment of a Professorship in Supply Chain Management and recommended to Senate its establishment.

Reviewed a proposal for the establishment of a Professorship in Marketing and recommended to Senate its establishment.

October 23, 2008

Reviewed the Centre for Defence & Security Studies and recommended to Senate its continuance for a five year period, commencing January 1, 2009.

Learned of the establishment of the University of Manitoba Military & Veteran Health Sciences Research Group.

Approved the composition of the 2008 Selection Committee for the Rh Awards.

Learned of the recipient of the Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award for the year 2008; Dr. Digvir Jayas, Department of Biosystems Engineering.

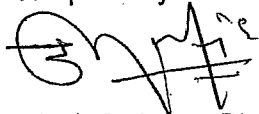
January 15, 2009

Reviewed a proposal to establish an Endowed Chair in Renal Transplant and recommended to Senate its establishment.

March 12, 2009

Learned of the recipients of the 2008 Rh Awards (publically announced in June, 2009).

Respectfully submitted,



Digvir S. Jayas, Ph.D.  
Chair, Senate Committee on University Research

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## REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A

### 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 April 6, 2009, the Senate Committee on Awards approved eight new offers, six amended offers, and the withdrawal of four offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated April 6, 2009).

### Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve approved eight new offers, six amended offers, and the withdrawal of four offers, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated February 23, 2009). 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**  
**April 6, 2009**

**1. NEW OFFERS**

**Gordon Anderson Bursary – Diploma in Agriculture**

In memory of Gordon Anderson, a trust fund has been established at the University of Manitoba with an initial anonymous gift of \$12,500, in 2009. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. Gordon Anderson was an instructor in the Faculty of Agricultural and Food Sciences from 1959 to 1967 and specialized in production economics and farm management. He took a particular interest in the diploma program and its students and served as Acting Director of the School of Agriculture from 1965 to 1966.

The capital from the fund will be used to offer the Gordon Anderson Bursary and the Gordon Anderson Memorial Prize in Risk Management (Award # 00000) a total of five times each beginning in the 2010 – 2011 academic session and continuing until the capital has been exhausted. The income from the trust fund will be used to offer a sixth Bursary, once the capital funds have been exhausted. The value of the Bursary may be adjusted in the final year.

One bursary, valued at \$1,000, will be provided to an undergraduate student who:

- (1) is enrolled full-time in the Faculty of Agricultural and Food Sciences, in the second year of the Diploma in Agriculture program;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee for this award will be the Awards Committee of the Faculty of Agricultural and Food Sciences.

**Gordon Anderson Memorial Prize in Risk Management – Diploma in Agriculture**

In memory of Gordon Anderson, a trust fund has been established at the University of Manitoba with an initial anonymous gift of \$12,500, in 2009. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. The capital from the fund will be used to offer the Gordon Anderson Bursary and the Gordon Anderson Memorial Prize in Risk Management (Award # 00000) a total of five times each beginning in the 2010 – 2011 academic session and continuing until the capital has been dispersed. The income from the trust fund will be used to offer a sixth Bursary, once the capital funds have been exhausted. The value of the Bursary may be adjusted in the final year.

Gordon Anderson was an instructor in the Faculty of Agricultural and Food Sciences from 1959 to 1967 and specialized in production economics and farm management. He took a particular interest in the diploma program and its students and served as Acting Director of the School of Agriculture from 1965 to 1966. This prize has been established in his name to recognize Diploma in Agriculture students who demonstrate sound knowledge of risk management in the operation of a farm or an agribusiness.

One prize, valued at \$4,000, will be offered to an undergraduate student who:

- (1) has successfully completed the requirements for the Diploma in Agriculture program with a minimum degree grade point average of 3.5;
- (2) has achieved high standing in: (i) Management Planning Project 2 (currently numbered DAGR 0690); (ii) Financial Risk Management (currently numbered ABIZ 0730) or Case Studies in Institutional Lending 1 (currently numbered DAGR 0730); and (iii) Farm Business Management (currently numbered ABIZ 0720) or Agribusiness Management (currently numbered ABIZ 0680).
- (3) has completed a management planning project which, from an agricultural lender's perspective, demonstrates a thorough understanding of risk analysis and risk management in the operation of a farm or an agribusiness.

Candidates will be required to complete an application form and submit a copy of their completed management planning project. If no student meets the requirements of the award, it will not be awarded for that year.

A committee consisting of the Farm Management Instructors in the School of Agriculture and a representative of the agricultural lending community will recommend the recipient, based on a set of criteria to assess knowledge of risk management and entrepreneurship, to the Awards Committee of the Faculty of Agricultural and Food Sciences.

#### **Roy Phillip Brown and Gloria Brown Medical Entrance Scholarship**

In memory of her husband, Dr. Roy Phillip Brown (M.D./39), Mrs. Gloria Brown (Dip. I.D./42) has established an endowment fund at the University of Manitoba, with an initial gift of \$50,000 in 2008. The endowment fund will be used to offer scholarships for top students entering the Faculty of Medicine. The available annual interest generated by the fund will be used to offer one scholarship to a student who:

- (1) has been admitted to the first year of the undergraduate Medical Degree program in the Faculty of Medicine;
- (2) has ranked high on the Admission Composite Score;
- (3) has ranked high on the multiple mini admission interview.

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).

#### **John Dueck Graduate Entrance Scholarship**

The family of John Dueck has established an endowment fund at the University of Manitoba, in his memory, with an initial gift of \$33,000. The fund will be used to offer scholarships to encourage students to pursue graduate studies in preparation for a variety of careers in agriculture. The available annual interest from the fund, which will be matched by a contribution from the Edward Eric Hildebrand and Ann Palmer Hildebrand Memorial Scholarship Fund, will be used to offer two scholarships. Normally, sixty percent of the total annual spending allocation will be used to offer one scholarship, with a minimum value of \$2,000, to a Ph.D. student and forty percent will be used to offer one scholarship, with a minimum value of \$1,500, to an M.Sc. student. In any given year that there are insufficient funds to offer both scholarships, the total annual spending allocation will be used to offer one scholarship, with a minimum value of \$2,000 to a Ph.D. student.

The scholarships will be offered to students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies, in either an M.Sc. or a Ph.D. program delivered by the Department of Entomology, Plant Science, or Soil Science;
- (2) have achieved a minimum degree grade point average of 3.0 (or equivalent) based on the last 60 credit hours of study;
- (3) have proposed to conduct thesis research related to crops, pests, or soils;
- (4) have demonstrated a high level of research potential.

Candidates will be required to submit an application that will consist of: (a) a description of their proposed research project (maximum 500 words), (b) a curriculum vitae and a brief description of their career goals (maximum 250 words), (c) a current academic transcript(s), and (d) two academic letters of reference from professors, other than the proposed research supervisor, at a post-secondary institution.

Recipients may hold the John Dueck Entrance Scholarship concurrently with any other awards consistent with policies in the Faculty of Graduate Studies. The Scholarship is not renewable.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Agricultural and Food Sciences (or designate) to name the selection committee for this award.

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.

### **Faculty of Engineering Entrance Awards for Technology Based Student Competitions**

The Faculty of Engineering at the University of Manitoba offers a variable number of entrance scholarships, with a minimum value of \$250 each\*, to undergraduate students who:

- (1) have, as high school students (grades 9 through 12), placed first in any eligible individual or team competition that requires participants to demonstrate technological excellence;
- (2) are subsequently admitted to, and register full-time in, their first year of study in the Faculty of Engineering via either direct entry or University 1.

The selection committee will have the discretion to determine the number of scholarships offered each year.

Competitions currently eligible include the Manitoba School Science Symposium, the Manitoba Robot Games, the Canadian Manufacturers and Exporters Discovery Program, and the F1 in Schools Formula One Technology Challenge. The Dean of the Faculty of Engineering reserves the right to amend the list of eligible competitions.

\*A recipient will be offered \$250 for each eligible competition in which he or she placed first (i.e. a student who placed first in two competitions will receive an award of \$500, a student who placed first in three competitions will receive an award of \$750). The Faculty of Engineering Entrance Awards for Technology Based Student Competitions may be held with any other University of Manitoba scholarship.

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

### **Dr. J.A. Garland Summer Research Award in Entomology**

Dr. John Allan Garland (B.Sc./64) has established an endowment fund at the University of Manitoba with an initial gift of \$40,000. The fund will be used to offer summer research stipends to undergraduate students wishing to increase their knowledge and experience of Entomology through participation in a summer research assistantship in the Department of Entomology. The available annual income from the fund will be used to offer one summer research stipend to an undergraduate student who:

- (1) has completed at least one year of full-time study in a degree program delivered by the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has completed a minimum of 6 credit hours of entomology courses;
- (4) has been offered a summer research assistantship under the supervision of a full-time faculty member or adjunct professor in the Department of Entomology.

Preference will be given to students in the Entomology minor program.

Candidates will be required to submit an application that includes (i) a current academic transcript, (ii) a statement from the candidate that identifies the proposed supervisor and describes how the proposed summer research will enhance the student's knowledge and experience of Entomology, and (iii) a letter of reference from the proposed supervisor indicating knowledge of the application, a willingness to serve as the candidate's supervisor, and a willingness and ability to supplement the stipend in order to raise the student's income to the Faculty's approved pay scale.

The Dr. J.A. Garland Summer Research Award in Entomology is not automatically renewable but previous recipients may apply. Recipients may hold the Award concurrently with an NSERC Undergraduate Student Research Award (USRA).

The selection committee will be named by the Head of the Department of Entomology (or designate) and will include at least two faculty members, who may be either members of the Department or Adjunct Professors but who are not the proposed supervisor of any candidate for this award. The selection committee will recommend a recipient to the Awards Committee of the Faculty of Agricultural and Food Sciences, for approval.

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.

### **Respiratory Therapy Memorial Bursary**

In memory of former faculty and students, now deceased, graduates and members of the Department of Respiratory Therapy offer a bursary valued at \$300 for students in the Respiratory Therapy Program. Any shortfall in funding will result in the award being deferred to the next year, when funding may be reassessed. In any given year that funding is available, one bursary will be offered to a student who:

- (1) has completed first year Respiratory Therapy with high standing (minimum degree grade point average of 3.0);
- (2) in the next ensuing academic session, is enrolled full-time (minimum 80% course load) in the Department of Respiratory Therapy;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be named by, and will include, the Head of the Department of Respiratory Therapy.

### **Harry Seidler and John Russell Recruitment Award in Architecture**

Penelope Seidler has established an endowment fund at the University of Manitoba in 2009 in celebration of the life work of Dr. Harry Seidler and his mentor, Dean John Russell, and their commitment to design and society. The fund will be used to offer the Harry Seidler and John Russell Recruitment Award in Architecture. The available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the first year of the Master of Architecture degree program;
- (2) has achieved a minimum degree grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study.

Recipients may hold the Harry Seidler and John Russell Recruitment Award in Architecture concurrently with any other awards, consistent with policies in the Faculty of Graduate Studies.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Architecture (or designate) to name the selection committee.

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.

### **Margaret Tobin Bursary for Single Parents in Social Work**

Margaret Tobin has established an endowment fund (\$10,000) at the University of Manitoba to encourage single parents to pursue post secondary education in social work. The available annual income from the fund will be used to offer a bursary to an undergraduate student who:

- (1) is enrolled part-time or full-time in the Faculty of Social Work, in either (a) the Bachelor of Social Work offered at the Fort Garry Campus or (b) the Inner City Bachelor of Social Work ACCESS program at the William Norrie Centre;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) is a single custodial parent with a dependent child or children;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

In any year that no student meets the selection criteria set out in the preceding paragraph, the bursary may then be offered to *either*:

(a) an undergraduate student who:

- (1) is enrolled part-time or full-time in the Faculty of Social Work, in the Northern Bachelor of Social Work program;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) is a single custodial parent with a dependent child or children;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form; *or*

(b) a graduate student who:

- (1) is enrolled part-time or full-time in the Faculty of Graduate Studies, in the Master of Social Work degree program;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) is a single custodial parent with a dependent child or children;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary is not open to students completing the Bachelor of Social Work by distance education.

The selection committee will be named by the Dean of the Faculty of Social Work (or designate).

## **2. AMENDMENTS**

### **Building Energy Management Manitoba (BEMM) Scholarship in Architecture and Engineering**

The terms of reference for the Building Energy Management Manitoba (BEMM) Scholarship in Architecture and Engineering have been amended at the request of the Faculties of Architecture and Engineering. Distinct selection criteria that restrict the award for Architecture students to a student entering the fourth year of the Bachelor of Environmental Design program (rather than any student who has completed at least two years of full-time study) have been developed, as follows:

The architecture scholarship will be offered to an undergraduate student who:

- (1) has successfully completed the third year of the Bachelor of Environmental Design program (any Option) in the Faculty of Architecture;
- (2) in the next ensuing academic session, is enrolled as a full-time student in the fourth year of the Environmental Design (any Option) program;
- (3) has achieved a minimum degree grade point average of 3.0;
- (4) has demonstrated interest in energy efficiency and renewable energy as demonstrated in studio presentation.

The award for Engineering students will continue to be offered to a student who has completed at least two years of full-time study. Editorial changes have been made, however, to make it clear that the award is an in-course scholarship that is not open to graduating students. In particular, the revised terms for Engineering students specify that eligible candidates will have completed at least 71 credit hours in any Bachelor of Science in Engineering degree program and, in the next ensuing academic session, will be registered full-time (minimum of 24 credit hours) in the Faculty of Engineering.

### **Isbister Undergraduate Scholarships**

The terms of reference for the Isbister Undergraduate Scholarships have been amended in order to offer an entrance scholarship for students in the Faculty of Medicine. The revised terms specify that:

One of the Isbister Undergraduate Scholarships will be offered as an entrance scholarship to a student who:

- (a) has been admitted to the first year of the Undergraduate Medical Education Program in the Faculty of Medicine;



(b) has been ranked highest on the Admission Composite Score, as determined by the Admissions Committee of the Faculty of Medicine.

The Isbister Undergraduate Scholarship for Medicine may not held with the Isbister Undergraduate Scholarship for any other faculty or school.

The value of the entrance scholarship for a student entering the UGME Program will be equivalent to that of the Isbister Undergraduate Scholarships that are offered to continuing students in other faculties and schools.

As part of the review of the terms of reference for the Scholarship, the distribution of Isbister Undergraduate Scholarship among University of Manitoba faculties and schools has been adjusted for a number of academic units based on increases or decreases in enrolment of full-time students. The number of Scholarships offered to students in the Faculty of Science and University 1 has increased by 1 (from: 5 to: 6) and 2 (from: 11 to: 13), respectively. The number of Scholarships has been decreased for the following faculties: Education (from: 2 to: 1), Engineering (from: 3 to: 2), and the I.H. Asper School of Business (from: 4 to: 3).

A number of editorial revisions have also been made.

### **Frank and Kally Kennedy Memorial Award**

The terms of reference for the Frank and Kally Kennedy Memorial Award have been amended at the request of the Faculty of Kinesiology and Recreation Management. The Award has been offered each year, on a rotational basis, to one of the following sports: volleyball, basketball, ice hockey, wrestling, swimming, track and field, football, and field hockey. Wrestling and field hockey have been removed from the list as these teams no longer exist. Women's soccer has been added to the list following football.

### **Manitoba Lotteries Corporation Lloyd LeVan Hall Memorial Scholarship**

At the request of the I.H. Asper School of Business, the terms of reference for the Manitoba Lotteries Corporation Lloyd LeVan Hall Memorial Scholarship have been amended to broaden the pool of potential applicants. In criterion (3), full-time status is now defined by a minimum 60% course load (*versus* a minimum 80% course load).

### **Nevin Estate Fellowship**

The terms of reference for the Nevin Estate Fellowship have been amended at the request of the Department of Animal Science. The value of the Fellowship, which is supported by income from an endowment fund, has been increased from: \$16,000 to: \$18,000.

### **Dr. Charlotte W. Ross Prize and Gold Medal**

At the request of the Faculty of Medicine, a number of amendments have been made to the terms of reference for the Dr. Charlotte W. Ross Prize and Gold Medal.

- The name of the award has been changed to: Dr. Charlotte W. Ross Memorial Award.
- The opening paragraph has been expanded to include the history of the award and biographical information about Dr. Ross.

- The value of the award has been changed from: a cash prize of \$50 to: the available annual income from the endowment fund. A medal will no longer be offered to the recipient.
- The Award, which was previously offered to the student ranking highest in the third and fourth years of Medicine for outstanding proficiency in Obstetrics will now be offered to the student who:
  - (1) has completed the requirements for the Doctor of Medicine (M.D.) degree, in the Faculty of Medicine at the University of Manitoba;
  - (2) has been ranked highest\* in the selection process for admission to the postgraduate program in Obstetrics and Gynecology;
  - (3) enrolls full-time, in the next academic session, in the Postgraduate Medical Education Program, in the Faculty of Medicine, in Obstetrics and Gynecology.
- \*The ranking will be based on the advice of the Undergraduate and Postgraduate Program Directors of the Department of Obstetrics, Gynecology and Reproductive Sciences.
- A statement has been added to direct that the Award may be held concurrently with the Department of Obstetrics, Gynecology and Reproductive Sciences Scholarship (Award #44594).
- The selection committee will be named by the Dean of the Faculty of Medicine (or designate) and will include the Associate Dean (Postgraduate Medical Education) (or designate).

### **3. WITHDRAWALS**

#### **Apotex Inc. Bursary**

#### **Apotex Inc. Future Leader Award**

The terms of reference for the Apotex Inc. Bursary and the Apotex Inc. Future Leader Award were withdrawn from the University's awards program, at the request of the donor.

#### **Cargill Prize for Excellence in Communications**

The terms of reference for the Cargill Prize for Excellence in Communications were withdrawn from the University's awards program at the request of the donor.

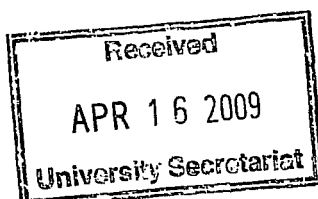
#### **Mr. Sub Scholarship in Marketing**

The terms of reference for the Mr. Sub Scholarship in Marketing were withdrawn from the University's awards program at the request of the donor.



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

15 April 2009

Mr. Sid Rogers  
Executive Secretary  
Council on Post-Secondary Education  
410 - 330 Portage Avenue  
Winnipeg, Manitoba  
R3C 0C4

Dear Mr. Rogers,

**Statement of Intent:  
Ph.D. in Environment and Geography**

On behalf of The University of Manitoba, I am pleased to submit the attached Statement of Intent to establish a Ph.D. program in Environment and Geography.

This new program will be housed in the relatively recently-created Department of Environment and Geography. Its overall focus will be advanced theoretical and applied research dealing with complex relationships in environmental and geographic systems including the Earth, the environment, and society at large. In effect this new program will replace the existing PhD in Geography, and thus provide opportunities for students to pursue doctoral level study in the realm of Environmental Science and Studies in addition to the geological sciences.

It is anticipated that this program will admit between ten and fifteen students per year. Graduates can expect to find ready employment in post-secondary educational institutions, in various private enterprises, and in many public sector agencies.

Much of the resource needs of this new program are now in place. Nonetheless, it is possible that modest additional resources will be requested from COPSE in the full program proposal.

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

Yours sincerely,

A handwritten signature in cursive script, appearing to read "R. Lobdell".

Richard A. Lobdell, PhD  
Vice-Provost (Programs)

Encl.

cc: Joanne C. Keselman, Interim Vice-President (Academic) and Provost  
Jay Doering, Dean, Faculty of Graduate Studies  
Norman Halden, Dean, Clayton H. Riddell Faculty of Environment, Earth and Resources  
Jeff Leclerc, University Secretary

## STATEMENT OF INTENT

### Institution

- |  |  |
|--|--|
| <input type="checkbox"/> Brandon University                      | <input type="checkbox"/> Assiniboine Community College |
| <input checked="" type="checkbox"/> University of Manitoba       | <input type="checkbox"/> Keewatin Community College    |
| <input type="checkbox"/> University of Winnipeg                  | <input type="checkbox"/> Red River Community College   |
| <input type="checkbox"/> Collège Universitaire de Saint-Boniface |  |

### Program Overview

③ Program Name: Ph.D. in Environment and Geography

#### Program Overview:

The Clayton H. Riddell Faculty of Environment, Earth, and Resources wishes to develop and implement a Ph.D. that encompasses the academic disciplines of Geography, Environmental Science and Environmental Studies. This degree will replace and mark an evolution to the existing Ph.D. in Geography program. In 2003, the Department of Geography and the Environmental Sciences/Studies Program were merged and renamed the Department of Environment and Geography. This Department then became one of the three founding units of the new Faculty of Environment (renamed the Clayton H. Riddell Faculty of Environment, Earth, and Resources in 2005). The Department initially offered a Bachelor of Arts in Geography, Bachelor of Environmental Studies, Bachelor of Environmental Science, Master of Arts in Geography, and a Ph.D. in Geography. New programs have since developed including: Bachelor of Science in Physical Geography, Master of Environment (MEnv), and Master of Science in Environment and Geography. These new programs were developed to reflect the expanded scope of academic and research activity in the new Department. Currently, much graduate research at the Ph.D. conducted within the merged department is environmental and interdisciplinary in nature. This reflects the emergence of Earth System Science in addition to the realization that the Earth is both the source of essential resources and the site of resulting negative environmental impacts. The broadened range of interdisciplinary research activities, as well as the enhanced supervisory capacity available within the new Department, provides for many new opportunities for interdisciplinary research in Environmental Science and Environmental Studies. Our problem is that much of this research may not lie within the domain of geographic enquiry. The expectation that doctoral level research will be exclusively geographical in orientation is no longer realistic, nor is it necessarily reflective of the evolution of environment-oriented scholarship. This proposed program (Ph.D. in Environment and Geography) would replace the Department's existing degree of Ph.D. in Geography to provide opportunity for those students wishing to pursue doctoral level research in the realm of Environmental Science and Studies in addition to the geographical sciences.

③ Credential to be offered: Degree

③ Does the program require accreditation from a licensing group?  
If yes, name group

☐ YES ☒ NO

③ Length of the program: four ☒ Years ☐ Months ☐ Semesters

③ Proposed program start date: 01/09/2010  
Day/Month/Year

② Which department(s) within the institution will have responsibility for the program?

Department of Environment and Geography

③ As compared to other programs your institution will be proposing, the priority of this program is:

- ☒ High  
☐ Medium  
☐ Low

④ Is this a new program?

☐ YES ☒ NO

⑤ Is this a revision of an existing program:

☒ YES ☐ NO

If YES, name program

Ph.D. in Geography

What are the impacts of changing this program?

⑥ Will the program be available to part-time students?

☒ YES ☐ NO

⑦ Will this program have a cooperative education component?

☐ YES ☒ NO

If YES, how long with the field placement be?

⑧ Will the program contain an option to assess the prior learning of students, to grant credit for the skills/knowledge already present?

☐ YES ☒ NO

Provide Details

⑨ Will there be distance delivery options?

☐ YES ☒ NO

Provide Details

⑩ Will this program be delivered jointly with another institution?

☐ YES ☒ NO

If YES, name the institution

⑪ Are similar programs offered in Manitoba or other jurisdictions?

☐ YES ☒ NO

If YES, indicate why this program is needed (e.g., area of specialization)

The Ph.D. in the Department of Environment and Geography complements that of NRI. Environment and Geography's program focuses on Earth and human systems. NRI's program focuses on the ecological, economical, and social dimensions of management of natural resources and environment. Each stands on its own but they collectively provide comprehensive coverage within the Faculty.

The Natural Resource Institute (NRI) at the University of Manitoba offers a Ph.D. in Natural Resources and Environmental Management (NREM). The NRI's academic activities are linked to the strength and expertise of faculty members, which cut across a number of resource and environmental fields including: human dimensions of environmental and natural resources management, natural and environmental resource policy, institutions, decision-making processes, risk assessment, environmental hazards mitigation and management, community based resource management, traditional ecological knowledge, habitat management and multi-stakeholder processes/public involvement. The Ph.D. research in NREM reflects these foci. In addition to conducting and reporting on their research, Ph.D. students at NRI must

"be able to demonstrate a contribution to the logic and practice of natural resource and environmental management" (NRI, 1998). A letter of support for this SOI has been received from the NRI.

The Ph.D. in Environment and Geography would embrace research within the realms of geographic science (human and physical), environmental sciences, and environmental studies. The Department's academic activities are linked to the strengths and expertise of faculty members. Research interests span a wide range of fields including: Human Geography (cultural, economic, urban, social, political, transportation as well as emerging fields related to health, feminism, Marxism, behavioral); Geomatics (remote sensing, Geographic Information Systems); Physical Geography (climatology, bioclimatology, meteorology, hydrology, geomorphology, biogeography); the natural environment and associated change (landscape ecology, environmental chemistry and interrelationships among humans, organisms and their environment with focal points being ecotoxicology, conservation ecology, environmental health and policy). Foci relate to the interface of Earth's physical environment (atmosphere, biosphere, lithosphere, hydrosphere and cryosphere) and relations to human systems.

③What articulation, block transfer or credit transfer arrangements will you be looking at developing for this program?

None

## **Specific Program Information**

### **1. Program Description**

③Describe the program and its objectives:

The Ph.D. in Environment and Geography will focus on advanced theoretical and applied research dealing with complex relationships in environmental and geographic systems including the Earth, the environment, and society at large.

Specific objectives of this program are to:

- i ) Provide a program that is both disciplinary and interdisciplinary for theoretical doctoral study regarding the environmental and geographic sciences and studies;
- ii ) Provide research options related to environment that are not explicitly management related;
- iii ) Provide in-province options for students wanting to conduct advanced Ph.D. level research relating to the environment and geography especially the graduates of the MEnv MSc (Environment and Geography) and MA (Geography) programs; and
- iv ) Provide an opportunity for faculty members with specialties in the environment and geographic sciences and studies to further develop their graduate research programs.

Areas of specialization include: the traditional and emerging fields of Human and Physical Geography, Geomatics; studies of the natural environment (landscape ecology, environmental chemistry, including fields whose focus is the interrelationship among humans, organisms and their environment (ecotoxicology, conservation ecology, environmental health and policy).

③Provide an overview of the content to be taught in this program:

The Proposed program will house doctoral enquiry associated with Geography (Human and Physical), Environmental Science and Environmental Studies. Geography is an integrative discipline, bringing together a large variety of phenomena and processes in a spatial context that other disciplines treat in isolation. Human geographers draw upon other disciplines in the

humanities and social sciences to examine spatial patterns and the organization of human behavior in order to comprehend the social, cultural, economic and historical processes that have created the landscape. Physical geographers seek to understand the Earth's surface, atmosphere, and near the surface environment, and their linkages through an integrated view of these features. It is an integrative geoscience that involves the analysis, in time and space, of physical elements and processes that make up the environment, including: energy, air, water, weather, climate, landforms, soils, animals, plants and microorganisms. Environmental Science and Environmental Studies relate to the interdisciplinary study of interrelationships among humans, organisms and their environment with the goal of developing a scientific and/or social understanding of the environment, and the negative and positive feedbacks of natural and anthropogenic processes on the environment. This will involve a variety of important issues centred on environmental quality, including but not limited to, the biological, ecological, biogeographical, and human health effects of pollution, habitat loss, climate change, and other natural and society-related stresses.

## **2. Enrollment**

### **③ What is the program's initial projected enrollment?**

The established environmental and geographic research centres and labs in the Department have an international profile (e.g. the Centre for Earth Observation Science, the Environmental Conservation Lab and the Ultra-Clean Trace Element Lab) which would continue attracting students from around the world. The core faculty within CEOS and the Department of Environment and Geography raise on order of \$10 million dollars annually in research funds providing tremendous opportunity for graduate-level research. Conversely, these students are critical to the continued success of the ambitious research programs developed by our faculty members.

We have conservatively estimated that there are approximately 150 Masters students graduating annually in related programs in the Faculties of Science, Agriculture, Architecture, Arts and Engineering at the University of Manitoba. Currently the only option for those students wishing to pursue research related to the environment is the aforementioned PhD in Natural Resource and Environmental Management.

There are currently ten similar PhD programs offered in Canada that have an explicit environmental focus. These are being offered at Universities located across the country. Currently Manitoba is the lone Prairie province without such a program.

There are currently 30 students enrolled in the PhD in Geography program. Two-thirds of these students research in the areas of Physical Geography and Environment Science (roughly a 50:50 split). The remaining 10 students work in the area of Environmental Studies and Human Geography. Many of these projects would be better served by a PhD in Environment and Geography.

### **④ What is the projected enrollment for the 2<sup>nd</sup> and 3<sup>rd</sup> years?**

There are currently 60 Masters students enrolled in the MA, MEnv, and MSc programs offered by the Department. It is anticipated that some of the graduates from these programs will enroll in the PhD in Environment and Geography. The Natural Resources Institute has approximately 10-15 Masters graduates annually, some of whom would also be eligible for admission to the proposed PhD. We have conservatively estimated that approximately 150 students are currently enrolled in Masters programs in related disciplines (e.g. Agriculture, Architecture, Engineering, and Science) within the University of Manitoba who would also be eligible for this program. It is anticipated that the PhD in Environment and Geography would attract students with a similar background from outside Manitoba. Moreover, there are a number of established environmental research centres and labs in the department which have an international profile (e.g. the Centre



for Earth Observation Science, the Environmental Conservation Lab and the Ultra-Clean Trace Element Lab) which would continue attracting students from around the world. The core faculty within CEOS and the Department of Environment and Geography raise on order of \$10 million dollars annually in research funds providing significant opportunity for graduate-level research. There has been an annual enrollment of five students in the PhD in Geography. Given the expanded scope of research in this new program we would expect at least this level of interest in the PhD in Environment and Geography. As such, given our current resources, we believe that the Department could support an intake of about five to ten Ph.D. students per year.

⑥ Describe the expected student profile?

A number of students are expected to enter the PhD in Environment and Geography directly from the MEnv, MA (Geography) and the MSc (Environment and Geography) programs offered by the Department of Environment and Geography. It is also anticipated that some graduates from Natural Resources Institute with the Master of Natural Resource Management will enter this program. Students with a variety of backgrounds and professional experience in other disciplines (for example, but not limited to marine sciences, agricultural sciences, urban planning, sociology, areas of the biological and physical sciences, Native Studies, Economics, Business, Law, and Health, etc.) relevant to the environment will also be interested in the program. Students with diverse backgrounds are required to support the diverse research programs of our faculty members.

**3. Labour Market Information**

⑥ What labour market need is the program expected to meet?

The environment and environmental issues are a high priority for governments, non-profit agencies, industry, and the general public, all of which has resulted in a tremendous growth in the environmental sector. A 2003 study by Western Economic Diversification Canada found that the environmental industry in Manitoba consists of more than 350 establishments earning revenues of CDN\$360 million. The major activities were environmental consulting and service providing, and the manufacture and distribution of environmental products. Research and development was found to be the area of highest priority for the future development of the industry. Difficulties in attracting and retaining qualified staff as well as a lack of environmental knowledge and skills were cited as significant impediments to the industry. One of the most significant findings of the Environmental Labour Market (ELM) Report produced in 2004 by the Canadian Council for Human Resources in the Environment Industry was that environmental employers are having difficulty filling senior-level environmental practitioner positions, while junior and entry level positions are not as great a concern. It is apparent that there is a need for more highly trained and skilled people in the environment industry. The PhD in Environment and Geography would serve to help fill this gap with locally trained professionals familiar with the environmental concerns facing Manitoba and the Prairies. Other possible careers include private sector meteorology firms (forensic meteorology, weather products), Environment Canada and the Department of Defence.

⑥ Are there currently jobs in Manitoba in this field?  
If yes, where (geographic location and industry)?

☒ YES ☐ NO

There is a current shortage of trained professionals in the environmental industry. As already mentioned the ELM Report found that employers expressed great concern over difficulties with recruiting for senior positions with advanced levels of training. This report also found that the Prairie/Northern Region of which Manitoba is a part, has the highest employment vacancy rate for trained environmental practitioners (31% vacancy) in Canada. This coincides with concerns expressed in the previously cited Western Economic Diversification study where companies

reported difficulties in attracting qualified knowledgeable employees. The Western Economic Diversification Canada study reported that the Manitoban environmental industry employs some 5370 people with most being employed in the manufacturing of environmental products (35%); environmental consulting (24%), and in government related agencies (19%). The top 3 sectors in the industry were found to be: soil and water remediation, agricultural environmental technologies, and green building and manufacturing technologies. As previously mentioned, the need for research and development was cited as the highest priority for industry development. Many of these jobs are located within the city of Winnipeg with some requiring travel to other areas of the province. There is a definite need for highly trained people in rural areas, particularly with expertise in sustainable agriculture. Northern Manitoba is also experiencing a shortage of trained researchers. There are many environmental concerns in the North, particularly those related to the impacts of climate change. The Department of Environment and Geography at the University of Manitoba has a great deal of expertise in this area and is uniquely suited to the study of these issues and the training of needed experts.

**⑨ What is the future job forecast for individuals with this education/training/credential?**

The ELM Report found that the environment sector is experiencing tremendous growth with an increase in both the number of people employed in the environmental workforce and in the number of organizations engaging in environmental activities. The need for trained environmental practitioners is increasing dramatically as the number of environmental practitioners working in the private and public sectors increased by 64% from 1999 to 2003. While the report found that most organizations had little difficulty filling junior level vacancies, senior positions requiring advanced levels of training were much more difficult to fill. Approximately one-half of environmental employers reported that a shortage of qualified individuals for senior level positions had a moderate to large effect on their organization. It is apparent that educational institutions are training an adequate number of individuals for lower level positions in the environment industry, however there are no adequate programs available, particularly on the Prairies, providing advanced training. The PhD in Environment and Geography would help to fill this void.

**⑩ How does this program fit with Manitoba's stated economic, social and other priorities?**

Manitoba has been at the forefront in its commitment to environmental issues for a number of years. In 1990 the Province of Manitoba was a core funder for the founding of the Winnipeg based International Institute for Sustainable Development and continues to provide funding for the operation of the Institute. In 1991 the City of Winnipeg Act was amended to require Plan Winnipeg to include consideration of the sustainable use of land and other resources. The Manitoba Sustainable Development Act, proclaimed in 1998, requires that environmental issues be considered in all economic decision making. Through Manitoba Conservation, the Sustainable Development Innovations Fund "...provides grants in support of innovative projects, activities, research and developments that further the sustainability of Manitoba's economy, environment, human health and social well being and support environmentally sustainable economic growth". In 2001 the province adopted new principles and guidelines that ensure sustainable development objectives are considered in all government initiatives. The associated code of practice is a tool for government departments to guard against actions that could harm water quality, affect climate change, impeded sustainability of local communities or negatively impact the health and well-being of citizens. There is no doubt that this emphasis on the environment will continue. The proposed PhD would fit into Manitoba's economic and social priorities by providing both locally trained experts and the research based knowledge and understanding essential for decision making.

③ What agencies, groups, institutions will be consulted regarding development of the program?

Department of Geological Sciences - University of Manitoba  
Department of Biological Sciences - University of Manitoba  
Department of Chemistry - University of Manitoba  
Natural Resource Institute - University of Manitoba  
Landscape Architecture Programme - University of Manitoba  
Department of Native Studies - University of Manitoba  
Department of Fisheries and Oceans, Winnipeg (Freshwater Institute)  
Environment Canada  
Manitoba Environmental Industry Association

③ Is there any other information relevant to this program?

NO

#### 4. Financial Information

Details to follow in the full program proposal.

③ Projected Program Costs:	Salary
	Operating
	Capital
	<b>Total cost</b>

③ Projected Program Revenue:	Tuition
	Other_
	<b>Total revenue</b>

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**Submitted by:**

John (Jay) Deoring, PhD  
Name (print)

Dean, Faculty of Graduate Studies  
Position

  
Signature

April 1, 2009  
Date

**SCHEDULE OF MEETINGS AND AGENDA MAILINGS  
SENATE AND SENATE EXECUTIVE COMMITTEE**

June 2009 to December 2010

<b>Date for Items to the Secretary</b>	<b>Agenda to the Executive Committee</b>	<b>Executive Committee Meetings</b>	<b>Agenda to Senate Members</b>	<b>Senate Meetings</b>
May 28, 2009	June 4, 2009	June 10, 2009	June 18, 2009	June 24, 2009
August 13, 2009	August 20, 2009	August 26, 2009	September 3, 2009	September 9, 2009
September 10, 2009	September 17, 2009	September 23, 2009	October 1, 2009	October 7, 2009
October 8, 2009	October 15, 2009	October 21, 2009	October 29, 2009	November 4, 2009
November 5, 2009	November 12, 2009	November 18, 2009	November 26, 2009	December 2, 2009
November 26, 2009	December 3, 2009	December 9, 2009	December 18, 2009	January 6, 2010
January 7, 2010	January 14, 2010	January 20, 2010	January 28, 2010	February 3, 2010
January 28, 2010	February 4, 2010	February 10, 2010	February 25, 2010	March 3, 2010
March 11, 2010	March 18, 2010	March 24, 2010	April 1, 2010	April 7, 2010
April 22, 2010	April 29, 2010	May 5, 2010	May 13, 2010	May 19, 2010
May 27, 2010	June 4, 2010	June 9, 2010	June 17, 2010	June 23, 2010
August 12, 2010	August 19, 2010	August 25, 2010	September 2, 2010	September 8, 2010
September 9, 2010	September 16, 2010	September 22, 2010	September 30, 2010	October 6, 2010
October 7, 2010	October 14, 2010	October 20, 2010	October 28, 2010	November 3, 2010
November 4, 2010	November 11, 2010	November 17, 2010	November 25, 2010	December 1, 2010

1. Senate meets the last week of June so that a meeting in July is not required.
2. Senate meets the second Wednesday in May to consider the list of graduands for Senate approval.
3. Senate meetings are held in the Senate Chambers, Room E3-262 Engineering Building at 1:30.
4. Senate Executive meetings are held in 307 Tier Building at 1:30.

## PRESIDENT'S REPORT: May 13, 2009

### I. GENERAL

The report of the *Commission on Tuition Fees and Accessibility to Post-Secondary Education* was released on April 2, 2009. It includes many recommendations, several of which could have a positive impact on the post-secondary education system if they are implemented.

Of particular significance to the University of Manitoba is the Commission's work on tuition fees. Although the report acknowledged that there is no demonstrable link between the level of tuition fees and access to post-secondary education, it recommended that Manitoba's tuition fees remain lower than the national average, recommending a total fee increase (fees plus tuition) of the lesser of \$150.00 or 5% per student.

The University of Manitoba's detailed response to the report was given to the Honourable Diane McGifford, Minister of Advanced Education and Literacy, following a meeting she convened to seek the views of university presidents (attached). The Province responded to the Commission's recommendations on April 22, 2009, announcing that it would allow up to a 4.5% increase in university tuition fees in the 2009/10 academic year, provided any increase includes ancillary fees.

Following the signing of key agreements including a land lease with the University, on April 2, 2009 it was announced that a new 30,000 seat (expandable to 45,000 seats) stadium will be built by 2011 at the intersection of University Crescent and Chancellor Matheson Drive, pending approval by the Board of Governors. The deal includes \$22.5 million in funding towards a retrofit of the University Stadium, relocation of the playing fields and a new fitness facility.

The April 6 Town Hall about the International College of Manitoba (ICM) provided an opportunity for members of the University community to share their views on the contract between the University of Manitoba and Navitas. Although no specific resolution emerged from the meeting, the willingness demonstrated by those in attendance to offer their ideas and perspectives was welcome. We will continue to work toward resolution on this issue in a cooperative and consultative manner, including with our partners at the ICM and Navitas.

Over the past few months, two committees have devoted a great deal of time and attention to the consideration of candidates for the positions of Vice-President (Academic) and Provost and Vice-President (Research). I am pleased that both committees have been able to make unanimous recommendations to the Board and I would like to thank all members of the committees for their contributions to this important process.

### II. ACADEMIC MATTERS

- The Annual Emerging Leaders Dinner in celebration of current and future leaders of the University of Manitoba was held on April 2, 2009. The theme of this year's event was LEAD, SERVE, ENGAGE, and the dinner attracted 100 participants, which included 65 students. Three student leaders spoke of an impact moment which they described as transformational in their lives. For Matt Henry, this moment revolved around his leg injury during our successful Vanier Cup Championship in 2007. Clair Cerilli-Stankevicius and Dylan Hoemsen talked passionately

while sharing their experiences on international service learning projects. Clair spent two weeks working on a service project in El Salvador during spring break; while Dylan spent five weeks observing international development projects in northern Bangladesh. The evening ended with an inspirational talk by world renowned presenter Mike Lipkin, President of Environics/Lipkin, the motivation and sales empowerment practice of Environics Research Group, one of Canada's leading research houses. The Emerging Leaders Dinner is the cornerstone of the Student Life Program, which is geared towards student leadership and service learning initiatives and is spearheaded by Mr. Joe Danis, Director of Housing and Student Life.

- Winnipeg Modern, Architecture 1945 - 1975 edited by Serena Keshavjee and published by University of Manitoba Press has won the 2009 Melva J. Dwyer Book Award. The Dwyer Award is administered by the Art Libraries Society of North America Canada Chapter, in honour of Melva J. Dwyer, former head librarian of the University of British Columbia Fine Arts Library. The award recognizes her dedication and lifetime contribution to art librarianship, and is given each year to the creator of an outstanding reference or research tool relating to Canadian art or architecture.
- In early April, "Lord Selkirk: A Life", written by Jack Bumsted and published by the University of Manitoba Press, won the John W. Dafoe award for the best book on Canada or Canadians published in 2008. The John W. Dafoe Book Prize is a national book award named in honour of John W. Dafoe, one of the most important Canadian journalists and editors of the twentieth century. This \$10,000 prize is among the largest book prizes in Canada and is awarded to the book that best contributes to the understanding of Canada. The prize was established in 1984, and past winners have included many notable Canadian historians, including Jack Granatstein, Stephen Clarkson, and Tim Cook. Dr. Bumsted is the first author to win the Dafoe prize twice; he also won in 1988.
- "Lord Selkirk: A Life" and another University of Manitoba Press title, "Politics in Manitoba" by Chris Adams, have been shortlisted for the Isbister Non-Fiction Prize. The Isbister Non-Fiction Award is presented each year for the best book of non-fiction written by a Manitoban. It was established in 2001, and past winners have included well-known writers Miriam Toews and Jake MacDonald. The Award is named after Alexander Kennedy Isbister (1822-1883), a pioneering Manitoba writer, educator, and advocate for Native rights.
- Congratulations are also due to Pat Bovey, Board of Governor's member, who is one of the other nominees for the Isbister Prize for "Head Space: Five Decades of Bruce Head", which Pat wrote with Any Karlinsky.

### **III. RESEARCH MATTERS**

- Dr. Harvey Chochinov, Distinguished Professor and Canada Research Chair in Palliative Care, received the O. Harold Warwick Prize on November 4 at a special event held at CancerCare Manitoba. The prize, which is part of the National Cancer Institute of Canada's and Canadian Cancer Society's annual awards of excellence in cancer research program, is given to a scientist whose research has had a major impact on cancer control in Canada. Dr. Chochinov received a personal award of \$2,000. The prize also comes with \$20,000 for his University of Manitoba research program.

- Dr. Diana Brydon, English, Film and Theatre, was inducted as a Fellow of the Royal Society of Canada (RSC) on November 15. Dr. Brydon is a Canada Research Chair in Globalization and Cultural Studies. This brings the University of Manitoba total to 39 RSC Fellows.
- Mr. Raed Joundi received a 2009 Rhodes Scholarship. Mr. Joundi graduated from the University of Manitoba in 2007 with a Bachelor of Science degree and is currently pursuing a medical degree at Queen's University.
- Three University of Manitoba researchers were honoured at the Arthritis Society's 60<sup>th</sup> Anniversary: Dr. Hani El-Gabalawy, Rheumatology Research Chair, Dr. Fletcher Baragar, Rheumatologist, and Dr. Kiem Oen, Pediatric Rheumatologist for making significant contributions to patient care, education and research.
- The Institute of Cardiovascular Sciences at the St. Boniface General Hospital Research Centre held their annual Awards Days in November, during which they gave honours to 11 international members of the cardiovascular research community. A recognition luncheon was hosted by the V-P (Research) at the University Club for the award recipients.
- As a prelude to the Canada Foundation for Innovation (CFI) Board of Directors meeting, held in Winnipeg on November 18, the President and Vice-Presidents of CFI toured two laboratories at the Bannatyne Campus to see how their investments aid our researchers. The delegates were given a tour of the Manitoba Centre for Proteomics and Systems Biology by Dr. John Wilkins. They also enjoyed a close-up look at Dr. Keith Fowke's Viral Immunology laboratory. After the tours, a reception was held for the delegates to afford them time to speak to the research community at the Bannatyne Campus. In the evening, CFI hosted a formal banquet of over 200 people, recognizing the CFI-funded research in the Province of Manitoba.
- In November, the Advanced Foods and Materials Network (AFMNet) launched their "Verna J. Kirkness - Be a Food Researcher for a Week" program, an Aboriginal (Métis, First Nations and Inuit) Youth in Science Initiative. The launch took place at the Richardson Centre for Functional Foods and Nutraceuticals and was a great success, with a performance by the Loud Sounding Thunder Drumming Group and a speech from program namesake Dr. Verna J. Kirkness. Dr. Kirkness received an honorary degree from the University of Manitoba at Spring Convocation. AFMNet is one of the Networks of Centres of Excellence; the University of Manitoba has eight researchers affiliated with AFMNet.
- The Canada Foundation for Innovation, through its Leaders Opportunity Fund, awarded nine projects a total of \$2,091,296. The projects focused on topics from sea ice to songbirds to obesity. A press conference was held in early January with Minister of State for Science and Technology, Dr. Gary Goodyear, announcing this funding. Following the news conference, a tour of a CFI-LOF funded protein x-ray diffraction laboratory in the Department of Microbiology was conducted with Dr. Goodyear, M.P. for Winnipeg South Rod Bruinooge, and Dr. Eliot Phillipson, President and CEO of CFI.
- *edna fedya*—a new restaurant located at One Research Road in Smartpark—opened on December 1<sup>st</sup>. It has been a resounding success. The restaurant's location fronts onto a patio – a neat little town square for the businesses at One Research Road – which means people will have

the option of eating indoors and out during the summer months. The 1,100 s.f. restaurant is open seven days a week from 7 a.m. to 5 p.m. featuring an all-day breakfast and lunch menu. It is a subsidiary of Stella's Café and Bakery, a popular Winnipeg café.

#### IV. ADMINISTRATIVE MATTERS

- The Province of Manitoba announced on March 25, 2009 that the COPSE base operating grant will be increased by 4.5%. As noted, the report of the *Commission on Tuition Fees and Accessibility to Post-secondary Education in Manitoba* was released on March 31, 2009, although the Province has not yet responded to the report. Work continues on the development of budget recommendations and solutions for presenting a balanced budget to the Board of Governors for consideration at its May meeting.
- We are in the process of setting up a legal entity in Kenya to act on behalf of University of Manitoba in particular with respect to the STD/HIV projects, but potentially on other related projects as well. Research indicates that a Non-Governmental Organization (NGO) is the only type of entity which combines the powers, tax exemptions, and local character necessary to achieve the stated goals. NGO's are a widely used vehicle for charitable work within the developing world. With proper administrative and financial controls, an NGO can be an effective and prudent tool to enhance the University's mission.
- On March 28 there was a significant fire in the Duff Roblin Building. All occupants were safely evacuated and no injuries to people or animals occurred. The west wing sustained serious damage that will affect its use until September, 2009 and beyond. The entire building experienced significant smoke and water damage. A Recovery Team was established immediately on March 29 and meets in Room 207 University Centre which was set up as an Emergency Operations Centre. The priority beyond safety is to minimize the impact on staff and student activities. The departments affected are Psychology, Biological Sciences, Anthropology, Human Nutritional Sciences and Textile Sciences. All have been relocated to new spaces and have rescheduled all classes and laboratories. An architect plus mechanical, electrical and structural consultants have been appointed to begin working with the affected units on reconstruction.
- PricewaterhouseCoopers has been engaged to conduct a study of the University's impact (Economic Impact Study) on the local and provincial economies. The report should be issued by September.
- Communication has gone out to all staff regarding the University Pension Plan advising of the University's intent to exercise its right to elect the solvency exemption under the new provincial legislation affecting Universities. Two information sessions were held on April 21 (Fort Garry) and 22 (Bannatyne).



## V. EXTERNAL MATTERS

- Total funds raised from April 1, 2008 to March 31, 2009: \$44,107,739.07

<b>Reporting Category</b>	<b>Total Gifts</b>	<b>Chart Label</b>
Alumni and Friends	\$10,824,031.60	\$10.8
Corporations	\$2,935,942.00	\$2.9
Foundations/Organizations	\$17,772,113.98	\$17.8
Staff	\$6,997,406.15	\$7.0
Manitoba Scholarship & Bursary Initiative	\$2,121,000.00	\$2.1
Students and Parents	\$3,457,245.34	\$3.5
	<b>\$44,107,739.07</b>	<b>\$44.1</b>

<b>Reporting Category</b>	<b>Total Gifts</b>	<b>Chart Label</b>
Capital Funds	\$10,908,787.74	\$10.9
Chairs/Professorships	\$4,726,061.79	\$4.7
Faculties/Schools/Colleges		
Support	\$6,844,219.75	\$6.8
Gifts in Kind	\$909,995.65	\$0.9
Libraries/Galleries/Museums	\$7,449,363.40	\$7.5
Research	\$2,953,638.92	\$3.0
Student Support	\$9,851,254.35	\$9.9
Unrestricted & Other Gifts	\$464,417.47	\$0.4
	<b>\$44,107,739.07</b>	<b>\$44.1</b>

- On April 30, 2009 the Faculty of Medicine announced Dr. Bernstein as the holder of the Bingham Chair in Gastroenterology named for Dr. John Bingham (MD/40), who donated \$1 million to support the chair.
- Alumni receptions will be held in Victoria on Thursday, June 11 at the Hotel Grand Pacific and in Vancouver on Friday June 1, 2009 at the Renaissance Vancouver.
- The April issue of On Manitoba was mailed in April, featuring Peter Herrndorf, OC, OOnt, (BA/62, LLD/06), president and CEO of the National Arts Centre. This issue also carries faculty and school newsletter inserts, with 13 faculties participating.
- The Government Relations Office coordinated the preparation and submission of 21 proposals totaling \$70 million to the federal Knowledge Infrastructure Program. Results are expected within two to three months.

April 29, 2009

## **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 Susan Prentice will be the Speaker for the Executive Committee for the May meeting of Senate.

#### **2. Nominations to the Senate Committee of Nominations**

The report of the University Secretary on the Senate Committee on Nominations is attached. Members of the Senate Committee of Nominations are nominated by the Senate Executive Committee and elected by Senate (See recommendation below).

#### **3. Comments of the Executive Committee of Senate**

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

### **Recommendation**

The Senate Executive Committee recommends that the following nominations to the Senate Committee on Nominations be approved by Senate for three-year terms ending May 31, 2009:

- a) Professor Karen Jensen (Re-appointment), representing Music, Fine Arts & Libraries
- b) Professor Sandra Kouritzin (Senator) (Re-appointment), representing Education & Kinesiology and Recreation Management
- c) Professor Carla Taylor (Senator) (Re-appointment), representing Agriculture & Human Ecology

Respectfully submitted,

Dr. David Barnard, Chair  
Senate Executive Committee

Terms of Reference:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/477.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm)

/mb

### Vacancies on the Senate Committee on Nominations

At the July 1977 meeting, Senate approved without debate the following area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, and again in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources. The membership at June 1, 2008 is as follows:

1.	Agriculture & Human Ecology	Carla Taylor*	to	2009
2.	Architecture & Engineering	Jay Doering*	to	2010
3.	Arts	Pam Perkins	to	2011
4.	Science	Norm Hunter*	to	2010
5.	Law, Pharmacy & Environment, Earth, and Resources	David Collins*	to	2010
6.	Medicine & Dentistry	Emily Etcheverry*	to	2011
7.	Education & Kinesiology and Recreation Management	Sandra Kouritzin*	to	2009
8.	Management & Extended Education	Mary Brabston*	to	2011
9.	Music, Fine Art & Libraries	Karen Jensen	to	2009
10.	Nursing, Social Work & Student Affairs	Marie Edwards*	to	2010
11.	Students (2)	Jessica Armah	to	2009
	<i>(note: student terms end October 14)</i>	Curtis Martel	to	2009

\* denotes member of Senate at time of appointment

The term for Carla Taylor, Sandra Kouritzin and Karen Jensen, will end on May 31, 2009. Consequently, replacements for the following areas are required for the term June 1, 2009 to May 31, 2012.

1. Agriculture & Human Ecology
2. Education & Kinesiology and Recreation Management
3. Music, Fine Art & Libraries

The composition of the Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since eight of the academic members currently on the Committee are Senators, and two of those members' terms are ending, the replacement will not necessarily have to be a member of Senate at the time of election to the Senate Committee on Nominations.

**Report of the Senate Planning and Priorities Committee RE: Proposed site for the new Pembina Hall Student Residence**

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**Preamble**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding physical plant development.
2. The SPPC Space Planning Subcommittee met on March 10<sup>th</sup>, 2009 to review a proposal to build a new residence over Pembina Hall.

**Observations**

The committee observed and noted the following:

1. The economic, functional, logistical, and architectural rationale are well considered in a separate report authored by Associate Vice-President (Administration) Alan Simms.
2. This project is part of a major university redevelopment proposal titled Project Domino. Its success hinges on a series of coordinated projects. Among these it has been proposed that new student housing should be developed as soon as possible. Thereafter the Taché Hall student residence could be redeveloped to house the School of Art and the Faculty of Music.
3. The siting of the proposed residence building has changed from Lot D [at the corner of MacLean and Freedman crescents] to a site adjacent to, and over Pembina Hall.
4. The logic for this move is essentially three-fold. By locating the new residence over Pembina Hall, the proximity to food services is maintained and enhanced [internal connection]. Lot D could not accommodate all of the replacement residence rooms required because of the height limitations imposed by the fumes emanating from the adjacent smoke stacks. In turn, Lot D can be used for a recently proposed parking structure [to service new programs in Taché Hall] and additional housing.

With reference to the siting over Pembina Hall the committee observed and noted the following:

5. The building is tall and will cast shadows across the south elevation of the Taché building. In fact, according to a shadow study undertaken by the architect, Ray Wan, it will cast shadows across the Quadrangle in the winter months. It will also deflect winds towards the ground, necessitating careful study of micro-climate conditions surrounding and adjacent to the proposed building.

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

6. The shadows will impact the redevelopment of the Taché Hall complex. The architects of Taché Hall, Patkau Architects and LM Architects are planning to redevelop some of the south side of Taché Hall and thus will be affected. Because of the proximity to one another, It is very important that Patkau and LM can work with this proposed condition. The committee believes that assurances must be provided from all concerned in order to support this proposed site.
7. Architecturally, the proposed residence is quite bold relative to most buildings on the campus, primarily because of its height. It is proposed to stand 4 storeys taller [159 ft] than the Mary Speechly residence [125 ft]. Viewed from the Quadrangle it will act visually as a backdrop to the Taché Hall residence.
8. The proposed residence is going to be composed primarily of a glass curtain wall with exposed / revealed horizontal and diagonal structural members. This structural expression will make the building unique architecturally. The service core that rises along side is composed primarily of glass and masonry, similar in colour to that of Taché Hall. Otherwise these are radically different buildings.
9. Architecturally, the building's clear-span over Pembina Hall is also very interesting from a structural point of view.
10. Functionally / aesthetically, the proposed residence is centrally located and will also provide wonderful views to the north and to the south. Arguably, a very marketable and appealing contemporary student residence project.

### **Recommendations**

The SPPC recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the proposed site for the new Pembina Hall Student Residence.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

# CONFIDENTIAL

March 9, 2009

To: Prof. Ed Epp, SPPC Sub-Committee on Site Selection

From: Alan Simms

Re: Proposed Site for New Pembina Hall Undergraduate Student Residence

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This is a request for consideration and approval of the site depicted in red on Figure 1 as a building site for a new, 392 unit undergraduate student residence:

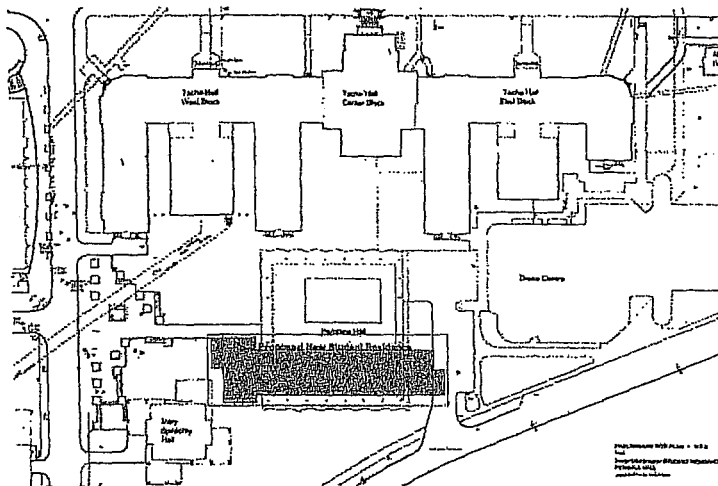


Figure 1

The structure would clear-span Pembina Hall and would be 'anchored' at the east and west sides of Pembina Hall (which is an approximately 43,000 sq. ft. kitchen and dining facility constructed in 1964).

Clear-spanning Pembina Hall means that there will not be any structural intrusion or penetration of the Pembina Hall facility.

The facility's primary entrance would be off Maclean Crescent, creating a new consolidated entrance with Pembina Hall and especially with Mary Speechly. There would be some redevelopment required on the east side for surface lot C and the Pembina Hall/Drake service entrance.

## Background and Reasons in Support of the Site Selection

1. Project Domino, which has been approved by the Board of Governors and in respect of which design work has commenced, calls for the re-development of Taché student residence as a new home for the Faculty of Music and the School of Art and for the construction (as a condition precedent for the overall project) of at least equivalent replacement student residence capacity. Taché residence currently is home to approximately 350 undergraduate resident students.
2. The residence development strategy that responds to the student residence portion of the initiative espouses these principles:
  - Refresh current product in order to remain competitive;
  - Reduce the dormitory style product exposure;
  - Respect the mandatory and declining balance meal plan sales levels, which is the basis upon which the Pembina Hall dining facility was recently redeveloped;
  - Be financially feasible and realistic, and cover operating, debt and depreciation expenses.

Developing a financially feasible undergraduate student residence facility translates into this: An attractive, high-demand product with at least 350 individual units, each with private washrooms; with the potential for summer use occupancies in order to enhance the financial feasibility; and, with direct or convenient access to food service facilities given mandatory meal plan requirements.

Easy tunnel connections with the rest of campus, quick and direct access to a dining hall, supplemented by interesting views from the rooms, will be important selling features influencing the value proposition for prospective residents and therefore potentially affecting financial feasibility of the project.

- 
3. The Pembina Hall site for a new undergraduate student residence is part of an overall strategic response to Project Domino that would also propose development of surface parking lot D as a 300 stall parkade (for parking demand associated with the new Taché use) along with a student residence component on D lot that would face Freedman Crescent and the Red River and thereby effectively screen the parkade development. (Financial modeling for the possible parkade is being undertaken; such a parkade would be critical to facilitating public access to recital halls and art galleries – to public space – within the redeveloped Taché facility.)

A 'D' lot residence component, directly backing onto and fronting the parkade, would be particularly well suited to a senior student target market - preliminarily conceived as 3

story walk-ups or townhouse style with kitchens - since it would not be connected to the dining hall. See possible site plan below for outline in blue of possible D lot development. D Lot development is not the subject of this submission, but presented in order to place the Pembina Hall site development within a broader strategic perspective.

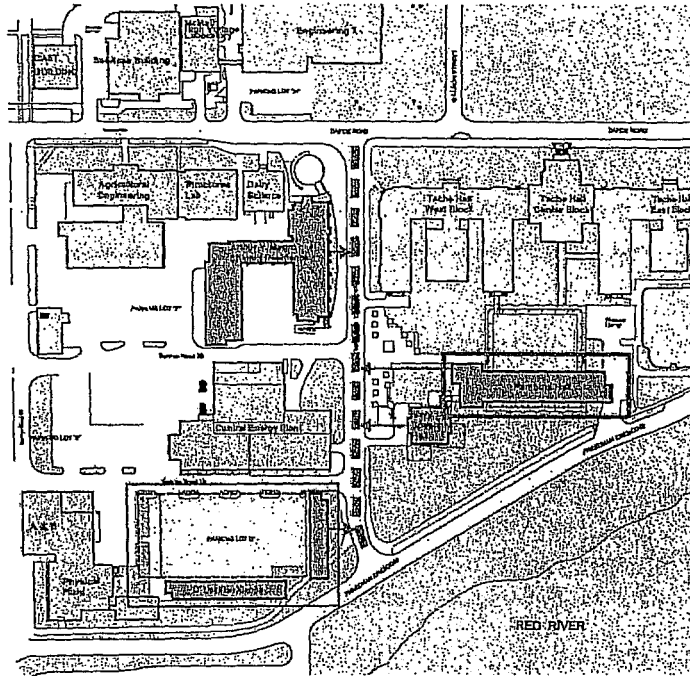


Figure 2

4. The Pembina Hall airspace site, along with development of the smaller proposed senior student residence on D lot, will maintain and strengthen the residence cluster or 'residence row' along Maclean Crescent. (See above Figure 2.) The new residence would be over Pembina Hall, which allows us to preserve the green-space courtyard to the immediate west of Pembina Hall and north of Mary Speechly and to retain the scale of the Maclean Crescent streetscape.
5. The D lot site does not suit development of a higher density undergraduate tower residence (in other words, to be an alternative site to the Pembina Hall airspace) for these important reasons:
  - The Physical Plant smoke stacks to the immediate north effectively impose restrictions to tower development on the north perimeter and obviously present less attractive views;
  - An undergraduate residence on D lot, with the requisite mandatory meal plan, would not feature ease of access to a dining hall without an expensively developed



tunnel or above-ground link to Pembina Hall or the entire replication of kitchen and dining facilities;

- The proximity of Kings Drive and the Fort Garry single family homes imposes height and scale limitations and consequently reduces capacity potential while demanding a larger building footprint;
  - The site would not provide an easy link with the University tunnel system.
6. Surface lots F and S were also considered for this residence. These locations are also not as desirable as the Pembina Hall airspace, for these similar reasons:
- The Physical Plant smoke stacks to the immediate east, in this case, effectively impose restrictions to tower development on the east perimeter and as well affect views;
  - An undergraduate residence on F or S lot, with the requisite mandatory meal plan, would not feature easy access to a dining hall without an expensively developed tunnel or above-ground link to Pembina Hall or the entire replication of kitchen and dining facilities;
  - The site would not contribute to or strengthen development of a residence cluster or residence row along Maclean Crescent;
7. Using the Pembina Hall airspace (rather than simply demolishing Pembina Hall and replacing it) permits us to retain an architecturally significant facility for the University and to continue to make use of its existing and recently refurbished dining facilities. It presents, on initial costing, a financially feasible and realistic development model and it is particularly sensitive to environmental sustainability principles.
8. The Pembina Hall airspace site will enable us to directly and easily link a major undergraduate student residence with the Faculty of Music and the School of Art facilities and with the planned link of ~~the former~~ Taché residence to the Tier/Drake tunnel system to the east.

In summary, the Pembina Hall airspace site offers an attractive location for the University's major new and replacement undergraduate student residence and is an important first part of the projected residence development along Maclean Crescent.

Some concerns were earlier expressed, however, on an initial review with you about the facility's height and potential shadowing of the quadrangle. We have considered and responded to these as follows:

- i) The specific siting above Pembina Hall was moved from the north side, immediately behind Taché, to the farthest point south. This will place the building closer to Mary Speechly (enabling better connectivity with that facility) and farther away from Taché and the quadrangle.
- ii) The building will be lower. The Pembina Hall mechanical penthouse on the north side of the dining hall will no longer need to be straddled, enabling the facility to be reduced in height to approximately 159 ft., down from 170 ft. as originally conceived. Mary Speechly is approximately 125 ft. high.
- iii) Shadow modeling was undertaken for four times of the year: December 21, when shadows would be their longest, the spring/fall equinox (March and September respectively), and the summer solstice (June 21) when the sun is highest. The studies indicated that, with the revised height and location of the facility towards the farthest point south along Pembina Hall, there will not be any noon-hour shadowing of the quadrangle attributable to the new structure during these periods, except for minor incremental shadowing of the southeast quadrangle during the period when the sun is at its lowest (December 21).

*It is important to note that space programming for the rear area of Taché in respect of Music and/or Art has yet to begin. This means that such programming can be undertaken and accomplished in such a way as to minimize or eliminate any incremental shadowing issue created in December of any year by a new residence facility above Pembina Hall.*

- iv) The southwest-corner of Taché and 'C' lot access will continue to be unimpeded - to the extent that these areas may be required as part of Taché redevelopment - with the re-siting of the new residence structure at the south end of Pembina Hall.

Design of the new residence would be the subject of review by the University's Exterior Environment Committee (EEC).

The facility stands to be a remarkable and innovative addition to the campus with its river and quadrangle views, its visibility from the quadrangle as a backdrop to the historic Taché facility, and with its unique structure.

As the project evolves, we will also facilitate discussion and appropriate collaboration between the architectural consultants working on the Taché redevelopment (LM/Patkau) and the new undergraduate student residence (Raymond S.C. Wan) to ensure synergist site development between the two projects. 3-D modeling will also be made available to the EEC to present precinct context and scale perspectives.

WAS/lr

cc: Debbie McCallum  
Norm Hunter

**Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Medicine to add requirements for an adult criminal record check and a child abuse registry check to the admission process in Medicine (2009.03.20)**

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**Preamble:**

1. The terms of reference for this committee can be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm)
2. The Senate Committee on Admissions met on March 20, 2009 to consider a proposal from the Faculty of Medicine to add requirements for an adult criminal record check and a child abuse registry check to its admission process. This proposal was approved at the June 6, 2008 meeting of the Medicine Faculty Council.

**Observations:**

1. When the most recent changes to the admission requirements for Medicine were approved by Senate on May 14, 2008, the Faculty of Medicine made a commitment to establish a subcommittee of the Faculty that would bring forward to Senate a proposal concerning the handling of applications from individuals who have demonstrated inappropriate behavior that may be predictive of future breaches of professionalism, such as a criminal conviction or inclusion as an offender in a child abuse registry.
2. The policy proposal developed by the Faculty of Medicine is similar to those of other health programs, including that of the School of Medical Rehabilitation in the Faculty of Medicine. Also, the proposed policy is compliant with the requirements of the Regional Health Authorities (RHAs) and other facilities in which students are educated.
3. This new proposed policy, if approved, will replace the existing system of self-declaration and augments the current due diligence regimen with the requirement that the Criminal Record Check and the Child Abuse Registry Check be submitted at the point of registration and annually thereafter.
4. A signed self-declaration of previous adult criminal convictions will not necessarily preclude admission or registration. (Learners are not required to disclose records under *The Young Offenders Act*). Any decisions with regard to criminal records will be made by a Faculty Committee. This Committee will consist of the following: the Associate Dean (Medical Education), the particular Associate Dean or Director of the particular program, the Associate Dean (Professionalism), the Registrar of the College of Physicians and Surgeons of Manitoba or designate, and a student representative. However, applicants to a medical education program who have adult criminal convictions which indicate they may pose a threat to the safety and well-being of children and others, and applicants who appear on the Child Abuse Registry as offenders, will be denied admission and registration.
5. The original documents must be verified by the particular Medical Education Office after which they will be returned to the learner. (The formal checks are the property of the learner and will be returned to the learner.)
6. Criminal Records Checks can be obtained from the Winnipeg Police Service, Public Safety Building, 151 Princess St., Winnipeg or:

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

[www.winnipeg.ca/police/bpr/info\\_request.stm#agencies](http://www.winnipeg.ca/police/bpr/info_request.stm#agencies) or from a local law enforcement agency. Child Abuse Self-Checks can be obtained from Child and Family Services, Child Protection, 201 - 114 Garry Street, Winnipeg or: [www.gov.mb.ca/fs/childfam/child\\_abuse\\_registry\\_form.html#form](http://www.gov.mb.ca/fs/childfam/child_abuse_registry_form.html#form). The cost of these checks is the responsibility of the student, a practice that is consistent with other programs where these are required.

7. Although the Province of Manitoba notes on its webpage that, if you are applying for an unpaid position working with children, you are to make your application "through the employer/agency as a fee exemption may apply", the Faculty of Medicine is requiring all learners to complete a Child Abuse Registry Self-Check through the Registry itself.
8. Applicant learners who appear on the Child Abuse Registry as offenders will be withdrawn from the particular medical education program.
9. The College of Physicians and Surgeons of Manitoba has requirements for registration that include a criminal record check suitable to the College; such requirements are independent from the Faculty of Medicine. College requirements can be accessed on their website: <http://www.cpsm.mb.ca>. The Faculty of Medicine, University of Manitoba cannot be held responsible for future changes in legislation which may affect requirements for registration and licensure to practice medicine in Manitoba.
10. Any changes in a learner's status while in the Faculty's medical education programs must be reported to the appropriate Associate Dean or Director, who will then consult with the Faculty committee described above.

### **Recommendations:**

The Senate Committee on Admissions recommends:

**THAT Senate approve the proposal from the Faculty of Medicine:**

1. to require all applicants to the Faculty's education programs to submit an *Adult Criminal Records/Child Abuse Registry Self-Declaration* form with their application/ registration form, and
2. to require all applicants *accepted* to the Faculty's medical education programs to submit and be cleared on a formal *Criminal Records Check* (including vulnerable sector screening) and a formal *Child Abuse Registry Self-Check* by the time of their initial registration and subsequent annual re-registrations (e.g., September 2001 for UGME and PA students, July 2001 for PGME registrants, etc.) each year while in their particular program.

Respectfully submitted,

Dr. D.R. Morphy, Chair  
Senate Committee on Admissions

## **Report of the Senate Committee on Instruction and Evaluation**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm)
2. The Committee met on the above date to consider two proposals from the Faculty of Medicine for an Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program, and Accommodation for Undergraduate Medical Students with Disabilities.

### **Observations:**

1. It was noted that it is an accreditation requirement for Medical Faculties in Canada to have a Technical Standards document outlining the skills and abilities required for students in Medical School and also an Accommodation document for students with disabilities.
2. The Skills and Abilities document identifies five broad areas: observation/perception, communication, motor/tactile function, cognition, and professionalism. It was noted that students would be required to have a certain level of skill or ability in these areas at admission and that these areas would be further developed through the curriculum.
3. The accommodation document addresses those students declaring a disability at admission as well as those who become disabled during their course of study.

### **Recommendations**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve that the *Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program*, and the *Accommodation for Undergraduate Medical Students with Disabilities* documents from the Faculty of Medicine.**

Respectfully submitted,

Dr. Karen R. Grant, Chair  
Senate Committee on Instruction and Evaluation

/mb

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



UNIVERSITY  
OF MANITOBA

## Faculty of Medicine



### Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program

#### Preamble

The Faculty of Medicine at the University of Manitoba is responsible to society to provide a program of study so that graduates have the knowledge, skills, professional behaviours, and attitudes necessary to enter the regulated practice of medicine in Canada. Graduates must be able to diagnose and manage health problems, and provide comprehensive, compassionate care to patients across the spectrum of the health care system. Accordingly, students in the MD program must interface with patients regardless of the patient's age, gender, race, culture, and other personal life circumstances. Students must also possess the cognitive, communication, sensory, motor, and social skills necessary to interview, examine, and counsel patients, and competently complete certain technical procedures in a reasonable time, all the while ensuring patient safety. In addition to obtaining an MD degree and completing an accredited residency training program, an individual must pass the examinations of the Medical Council of Canada in order to be eligible for licensure to practise medicine. Prospective candidates should be aware that cognitive, physical examination, management skills, communication skills, and professional behaviours are all evaluated in timed simulations of patient encounters.

All students must have the required Skills and Abilities (Technical Standards). Some skills may be achieved with reasonable accommodation, and reference should be made to the policy entitled *Accommodation for Undergraduate Medical Students with Disabilities*. The skills and abilities are grouped in five broad areas:

- Observation/perception
- Communication
- Motor/tactile function
- Cognition
- Professionalism

All applicants to the undergraduate program of the Faculty of Medicine are expected to review this document to assess their ability to meet these standards; all applicants offered admission will be required to acknowledge such review and assessment. Any candidate for the MD degree who cannot attain the required skills and abilities through their course of study may be requested to withdraw from the program. Students who anticipate requiring disability-related accommodation are responsible for notifying the Faculty of Medicine in a timely and proactive fashion at the time of application, or at any time throughout their undergraduate education program. Students are expected to complete the MD degree within four years. Students with a disability may request an extension of time within which to complete the MD program; such requests are considered on a case-by-case basis.

Regulations are issued from time to time by the Medical Council of Canada regarding the accommodation of candidates undertaking examinations as a component of eligibility for licensure: such regulations are supplemental to general information available to all candidates. Accordingly students are encouraged to contact the Medical Council of Canada regarding accommodations for disability.

### **Skills and Abilities (Technical Standards)**

An applicant to the MD program and a candidate for the MD degree must demonstrate the following skills and abilities.

#### **(1) Observation/Perception**

A student must be able to participate in learning situations and acquire information through observation and perception by the use of senses and mental abilities. In particular, a student must participate progressively in patient encounters and acquire information through visual, auditory and somatic sensation.

#### **(2) Communication**

A student must be able to speak, to hear, and to observe individuals or groups of individuals in order to effectively and efficiently elicit and clarify information. In the course of study for the MD degree the student must be able to progressively create rapport and develop therapeutic relationships with patients and their families, and establish effective communication with all members of the medical school community and healthcare teams. A student must also be able to progressively acquire the ability to coherently summarize and effectively communicate a patient's condition and management plan verbally, and in written and electronic form.

#### **(3) Motor/Tactile Function**

A student must possess sufficient motor function to develop the skills required to safely perform a physical examination on a patient, including palpation, auscultation, percussion, and other diagnostic maneuvers. The examination must be done independently and competently in a timely fashion. A student must possess sufficient motor function and sensory function in order to be able to use common diagnostic aids or instruments (e.g., ophthalmoscope, otoscope, sphygmomanometer, stethoscope), either directly or in an adaptive form. A student must be able to execute motor movements reasonably required to attain the skills necessary to perform diagnostic procedures, and provide general and emergency medical care to patients in outpatient, inpatient and surgical venues.

#### **(4) Cognition**

A student must demonstrate higher-level cognitive abilities necessary to measure, calculate, and reason in order to conceptualize, analyze, integrate and synthesize information. In addition, the student must be able to comprehend dimensional and visual-spatial relationships. All of these problem-solving activities must be achieved progressively in a timely fashion. These skills must contribute to sound judgment based upon clinical and ethical reasoning.

#### **(5) Professionalism**

A student must consistently display integrity, honesty, empathy, compassion, fairness, respect for others, and dedication. A student must take responsibility for himself/herself and their behaviours. The student must promptly complete all assignments and responsibilities attendant not only to the study of medicine, but also to the diagnosis and

care of patients. It is essential that a student progressively develop mature, sensitive and effective relationships with patients and their families, all members of the medical school community, and healthcare teams. The student must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. It is necessary to adapt to changing environments, and function in the face of uncertainties that are inherent in the care of patients.

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**This policy document was approved by Faculty Executive Council on April 24, 2009.**

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This policy document is guided by the 1979 AAMC report entitled *Special Advisory Panel on Technical Standards for Medical School Admission*, and adapted from the 2003 policy document of the Council of Ontario Faculties of Medicine entitled *Essential Skills and Abilities Required for the Study of Medicine*.





UNIVERSITY  
OF MANITOBA

## Faculty of Medicine



### Accommodation for Undergraduate Medical Students with Disabilities

#### Preamble

The United Nations uses the term "disability" to summarize a great number of different functional limitations. It is identified that people may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature. *The Manitoba Human Rights Code* identifies that all individuals be accorded equality of opportunity, and that reasonable accommodation be made for those with special needs. The University of Manitoba is committed to facilitating the integration of students with disabilities into the University community. The University of Manitoba is specifically committed to reasonable accommodation of the needs of persons with documented disabilities by making efforts to create a barrier-free campus and provide other supports and services within the limits of available resources. The University will endeavour to meet the identified needs of each student by adapting services, courses, and programs as feasible and as resources allow, while maintaining appropriate academic standards. The University expects that the responsibility for making reasonable accommodations will be shared by the students, instructors and support staff. Within the Faculty of Medicine, each student with a disability is entitled to reasonable accommodation that will assist her or him to meet the academic as well as technical standards; the technical standards are identified in a policy entitled *Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program*.

#### Accommodation for Students with Disabilities

##### Dissemination of this Policy

This policy and the document entitled *Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program* are posted on the Faculty of Medicine Undergraduate Medical Education website:

<http://umanitoba.ca/faculties/medicine/education/undergraduate/index.html>. Both documents are consistent with the University of Manitoba policy entitled *Accessibility for Students with Disabilities*. Students are informed of the procedures to request accommodation for disabilities via orientation sessions organized just prior to classes for in-coming students and through an e-mail sent to all students at the beginning of each academic year.

##### Pre-application Information

The admissions information posted on the Faculty of Medicine website:

<http://umanitoba.ca/faculties/medicine/admissions/index.html> will contain the statement "Students concerned about the extent to which they meet the technical standards as

outlined in the policy entitled *Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program*, with or without accommodation, are advised to contact the Assistant Dean, Student Affairs for the Faculty of Medicine." Pre-application advice that is given to students will be confidential and independent of the admissions process, any records generated in this regard shall be retained independently from a student's application file, and if applicable, the student's academic record of the Faculty of Medicine.

### **Accommodation Committee**

An Accommodation Committee of the Faculty of Medicine will be established to oversee the process of facilitating the integration of students with disabilities who meet the technical standards as identified in the document entitled *Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program*. The Accommodation Committee will be chaired by the Assistant Dean, Student Affairs, or designate, and membership will include the Coordinator of the University of Manitoba Disability Services or designate, and two members of full-time faculty drawn from each of a basic science and a clinical department. None of the Accommodation Committee members will be in a position of directly evaluating a student at any point in that student's program of studies. The Accommodation Committee may elect to consult with other individuals who may include: other members of faculty who may be directly involved with specific components of the program and/or student; legal counsel; the Registrar of the College of Physicians and Surgeons of Manitoba, or designate; and others as deemed appropriate by the Committee. The Accommodation Committee shall correspond with the Assistant Dean, Admissions and/or the Associate Dean, Undergraduate Medical Education as dictated by the circumstances of individual students. The Accommodation Committee shall submit an annual report of the Committee's work to Faculty Executive Council.

### **Student Responsibilities**

It is the student's responsibility to self-identify to the Chair of the Accommodation Committee in a timely proactive fashion. Where possible students are requested to declare their needs to Disability Services at the time of application, or upon admission, or as soon as possible before registration. Accommodations cannot be made retroactive to an examination or clinical evaluation.

### **Use of An Intermediary**

There are a few circumstances in which an intermediary may be appropriate. However, no disability can be accommodated if the intermediary has to provide cognitive support, substitute for cognitive skills, perform a physical examination and/or in any way supplement clinical and ethical judgment. The appropriateness of an intermediary will be assessed on a case-by-case basis.

### **Confidentiality**

Confidential records of all information regarding accommodation will be placed in the student's file and kept secured in Disability Services Office. The nature of the disability, the nature of the accommodation, the dates of implementation, as well as any subsequent modification to the original accommodation will be kept on file. This information will not be placed in, nor form any part of the student's academic file.

Students will be informed that in order for a requested accommodation to be implemented it may be necessary to share relevant information on a *need to know*,

*confidential basis* with individuals involved in providing the accommodation (e.g., medical faculty, clinical supervisors, physical plant, etc.) The specific logistical requests for accommodation will be forwarded to those responsible for facilitating them; disclosure of the nature of the disability may be required. Students must consent in writing to this degree of communication in order to permit the Faculty of Medicine to meet their needs.

## **Procedures**

Preadmission: No inquiries regarding an applicant student's disability shall be made by individuals involved in the admissions process. Students who meet the technical standards but may require accommodation for the admissions process or degree program can direct requests for information about reasonable accommodation to the Assistant Dean Student Affairs for the Faculty of Medicine, or Disability Services. Such requests are kept independent from a student's admission file.

Application process: An applicant with a disability may request accommodation for the application process. The request shall be directed to the Chair of the Accommodation Committee, or Disability Services.

Newly registered students: A student who gains acceptance to the Faculty of Medicine may direct a request for reasonable accommodation for disability to the Chair of the Accommodation Committee, or Disability Services. The student requesting the accommodation is responsible for providing Disability Services with medical documentation to establish that the student has a disability, such that recommendations for accommodation may be determined to be appropriate for the student's condition. If the disability is not documented or if the medical or other relevant documentation is not current or complete, the student may be directed to Disability Services of the University of Manitoba for a preliminary assessment. The student will then be directed by the Disability Services office to the appropriate professional for an assessment and for accommodation recommendations.

If there is a delay in acquiring a comprehensive assessment, the Accommodation Committee will meet to develop an interim plan.

The Accommodation Committee will meet with the student to discuss the accommodation plan.

The Accommodation Committee will contact the appropriate persons to facilitate the recommendations. The Committee will ensure that appropriate individualized accommodation is implemented proactively as the student moves through the MD program. The individual plan will be reviewed as frequently as required as the student progresses through the curriculum, and upon request by the student. Plans will be reviewed by the Committee to determine whether further accommodation is reasonable in the case of a student who does not progress as expected.

Students in their course of study: Should a student become aware of a disability, or acquire an impairment, condition, or illness during their undergraduate medical education program, the student may direct a request for accommodation for disability to the Chair of the Accommodation Committee, or Disability Services. Processes will be invoked as identified above. Accommodation for disability if required and approved shall be prospective, not retroactive. Should reasonable accommodation

for disability be unsuccessful in assisting the student in attaining the requisite skills and abilities, the student may be requested to withdraw from the MD program.

Students seeking readmission: Policies and processes regarding students seeking readmission shall be the same as identified above.

### **Appeals**

A student who disagrees with the recommendations of the Accommodation Committee should in the first instance address his/her concerns with the Accommodation Committee. A student has the right to appeal through the standard appeal process within the Faculty of Medicine. The student may appeal a judgment to the relevant appeal committee of the University of Manitoba. Students are encouraged to consult with the Student Advocacy office for information and assistance about the appeal processes. For information about Respectful Work and Learning Environment policy, students are encouraged to contact Equity Services.

### **Document Review**

The Accommodation Committee will review this policy annually for the first three years and biannually thereafter.

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**This policy document was approved by Faculty Executive Council on April 24, 2009.**

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This policy document is adapted with permission from the policy document entitled *Implementation Policy: Students with Disabilities in the MD Program*, approved in 2007 by the College of Medicine, University of Saskatchewan, and is influenced by the AAMC document entitled *Medical Students with Disabilities: A Generation of Practice*, published June, 2005.

Reference may be made to the University of Manitoba Policy entitled *Accessibility for Students with Disabilities*.

Proposal for a Doctoral Program in Native Studies

University of Manitoba

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

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## **A. PROGRAM DESCRIPTION**

### **1. Rationale, objectives and features**

#### **i. Rationale.**

The Department of Native Studies is one of the foremost academic units of its kind in Canada. It is the flagship academic program in Aboriginal studies, an area that has been identified as a central strategic academic priority at the University of Manitoba. The Doctoral Program in Native Studies is a logical step in the continued growth of the Department.

In its most recent strategic plan, *Building for a Bright Future*, the University of Manitoba made a recommendation "to increase the pool of university graduates of Aboriginal ancestry to assure the province's economic, social and cultural growth" (p 2), and, in particular, to "develop a program to recruit university graduates of Aboriginal ancestry, and facilitate their embarking on graduate education: (p 9). The Advisory Committee to Provost - First Choice for Aboriginal Students specifically recommended in its Final Report that: "in order to increase Aboriginal academic human resource capacity, immediately support the development of a Doctoral program in the Native Studies Department, Faculty of Arts" (p 11). These recommendations accord with those established by the *Royal Commission on Aboriginal Peoples* (RCAP), which formally recommended that "public post-secondary institutions in the provinces and territories undertake new initiatives or extend current ones to increase the participation, retention and graduation of Aboriginal students by introducing, encouraging or enhancing Aboriginal studies and programs as part of the institution's regular program offerings and included in the institution's core budget" (*RCAP Report*, Vol. 3, p 515). The Department of Native Studies has become a core academic unit for attracting and retaining Aboriginal undergraduate students at the University of Manitoba, and can clearly play the same role at the graduate level.

Only one doctoral program in Native Studies currently operates in Canada. The Trent University program was started in 1999. The Native Studies department at Trent currently lists nine faculty members in its core group (see Trent University *Graduate Calendar*); one of those is retired and five of the nine have earned-doctoral credentials. An additional twelve faculty members from Trent University support the program. In addition, eleven adjunct faculty members from other universities (including Dr. P. Kulchyski from the University of Manitoba) provide additional support, as do four "honorary external associates" who do not have doctoral credentials. To date, three students graduated from the Trent PhD program in 2004-2005 and four are currently completing their thesis dissertations. Trent accepts approximately five applicants per year.

The Department of Native Studies at the University of Manitoba has grown to approximately the same size as Trent. Manitoba has 6 full-time permanent faculty in Native Studies, all with doctoral credentials. Trent has 8 full-time permanent faculty in Native Studies, 5 with doctoral credentials.

## Proposal for a Doctoral Program in Native Studies

Native Studies is particularly well-situated at the University of Manitoba because there are a large number of Faculty of Arts members focusing on First Nations themes in their research and teaching. The proposed doctoral program in Native Studies can draw on support within the Faculty of Arts members in:

Anthropology,  
English,  
History,  
Linguistics,  
Political Studies,  
Sociology,  
Women's Studies

Individuals in these departments have indicated they are willing to serve on examination committees and to provide ancillary courses. [See Appendix 1.]

This situation is quite distinct from the situation at Trent, where the program relies on faculty, courses and administration outside of the department and administrative unit it is located in.

As an example of extra-departmental support, it is expected that the two Canada Research Chairs appointed in 2006 will contribute to the program. One Tier 2 CRC is in Indigenous Politics and Governance (Kiera Ladner, appointment in Political Studies) and the other Tier I CRC is in Globalization and Cultural Studies (Diana Brydon, appointment in English).

Native Studies at the University of Manitoba will benefit from the Aboriginal population in urban and rural communities to which it is connected. The population of Aboriginal people in the province of Manitoba is growing rapidly (and increasing proportionately). There is a great need for high quality research in a range of areas and for Aboriginal people who have advanced training at the University level. The quality and size of the Native Studies Department at the University of Manitoba, in conjunction with the growing needs and potential contributions of the Aboriginal population in Manitoba, along with the stated goals of the University of Manitoba in this area, provide a propitious conjunction of circumstances which together can be taken as the rationale for the creation of a Doctoral Program in Native Studies.

### **ii. Objectives**

To promote the development of outstanding research in areas of concern to Aboriginal people of Manitoba, Canada and internationally;

To train a body of scholars in the research strategies associated with the interdisciplinary approaches of Native Studies by providing scholarly forums and material for debate and for discussion at the highest levels of intellectual inquiry;

To provide a pool of candidates for the intergenerational renewal of Native Studies nationally and internationally thus providing a pool of highly trained researchers available to their communities, the public and private sectors, and to non-governmental organizations;

To enhance the University of Manitoba's position and goal as a leader in post-secondary education of Aboriginal peoples in Canada and to enhance its ability to play a constructive role in addressing pressing social concerns.



**iii. Research and academic priorities of unit and faculty**

**Unit**

At its retreat in September 2003 the Department of Native Studies unanimously and formally agreed to undertake the development of a doctoral program in Native Studies as an immediate goal. A statement of intent was developed during 2004-2005 and presented to the Council on Post-Secondary Education. It received approval on December 14, 2005. The draft PhD proposal which served as the basis for the Statement of Intent received departmental council approval on March 16, 2006. A second Program Proposal is ready to move forward for the Faculty of Arts, Faculty of Graduate Studies, Senate, University and COPSE) for final approval.

Over the past two years the Department's Graduate Committee, charged with overseeing the existing Master's Program in Native Studies, has renewed that program by revising the Supplemental Regulations, improving standards for course and thesis work, and drawing the full complement of Departmental faculty into the teaching and research mission associated with graduate work. Four members of the Department have now taught graduate level courses. Hence, a strong foundation has been established for developing a Doctoral program, particularly in terms of faculty with graduate teaching experience. Within the current wide range of program consolidation and development being initiated in Native Studies, this program is the Department's highest priority.

**Faculty**

The Faculty of Arts faculty renewal processes of the past few years have led to the hiring of individuals in a wide range of disciplines with interests in Aboriginal issues. Within the last few years the Anthropology, English, History, Linguistics, Political Studies, Sociology and Women's Studies departments have all added or are in the process of adding faculty with research interests in Aboriginal issues. The Doctoral Program in Native Studies will provide a vehicle for linking this diverse group of individuals, thereby promoting cross-fertilization of ideas, methods and research potential. The Faculty of Arts is committed to hiring faculty in a wide range of areas with Aboriginal specializations. The Department of Native Studies is committed to offering cross-appointments to those faculty members with appropriate specializations.

**iv. Novel or innovative features**

The program will be based on the interdisciplinary approaches to research and scholarship that have been developed by Native Studies. These include an emphasis on Aboriginal scholarship (particularly the scholarship of Aboriginal academics), a strong ethical commitment to Aboriginal rural and urban communities, and a respect for interdisciplinarity. In order to build on the particular strengths of the Department at the University of Manitoba, the program will be based on our mission statement, which emphasizes our sensitivity to Aboriginal perspectives and our creative approaches to teaching and research, while modeled on the standards associated with strong academic research. Hence a stress on rigorous engagement with research topics and materials based on academic freedom and high regard for peer review processes, while showing a respect for Aboriginal epistemologies and newly emerging research protocols, will be the foundation of this program.

## Proposal for a Doctoral Program in Native Studies

The only extant doctoral program in Native Studies in Canada, at Trent, is grounded upon a culturally based approach to pedagogy and advanced study. This builds upon the strengths of the Native Studies Department there, which tenures individuals without doctoral degrees and allows elders and "natural" language speakers of Aboriginal descent a strong place and role in that unit.

In contrast, the program at the University of Manitoba will work with the scholarly strengths associated with this Department of Native Studies and develop a program that stresses creative, peer-reviewed research of exceptional quality. There will also be innovative features associated with the program at the University of Manitoba.

The proposed doctoral program will be interdisciplinary, though based in a single academic unit. The current faculty complement in Native Studies includes individuals with degrees in Anthropology, Economics, English, History, and Politics. The program will therefore promote dialogue across disciplinary boundaries, including across the broader boundary of the humanities and social sciences. Hence, adjunct faculty based in diverse disciplines and faculties will play a key role. While study of Aboriginal issues will be the defining link, genuinely new research based on drawing ideas and methods from two or more traditional disciplines will enrich our understanding of the field and of the new kinds of knowledge that can be developed.

Although the program will be oriented to follow traditional academic standards, protocols and pedagogies, in one area a cultural dimension, though in this instance one that accords with a common academic practice, will play a role in the structure of student academic programs. Students will be expected to have or to acquire at least basic knowledge in an Aboriginal language appropriate to the topic of their research. Students who come to the program with knowledge or fluency gained from undergraduate study or life-learning will be recognized; others will be expected to take at least six credit hours of appropriate language instruction either here or in the language relevant to their dissertation research at an institution accepted by the Graduate Program Committee. (NOTE: Language courses meet Graduate Studies' language requirements.)

## 2. Context

### i. Current and future needs of Manitoba and Canada

Within two decades, Aboriginal people will form a significant portion of the total population of Manitoba. *A Profile of Manitoba's Aboriginal Population* published by Manitoba Northern Affairs noted that "Manitoba has the greatest proportion of Aboriginal People in all ten Canadian provinces" and that "almost half of Manitoba's Aboriginal population is under the age of 20. The desire of other students to understand the significance of Aboriginal peoples in all facets from other academic background such as architecture, environment, nursing, education and teaching for example, is met through the proposed PhD program.

In Canada there are specific Native Studies undergraduate programs, leading to Majors or Minors, in more than a dozen universities. These include, in the Prairie region alone, the University of Saskatchewan, University of Regina, First Nations University of Canada, the University of Alberta, Lethbridge University, and Brandon University. In the province of Ontario, there are undergraduate degree programs at Lakehead University, Laurentian University, McMaster University, Trent University and the University of

Toronto. (Additionally, in the adjoining north-central region of the United States, there are at least two dozen universities offering undergraduate degree programs in Native American Studies.) There is thus a large supply of potential graduate students throughout Canada, concentrated in the Prairie and Ontario regions. There is also a very significant potential market for PhDs in Native Studies throughout Canada and elsewhere.

Aboriginal people remain a socio-economic class with significant challenges on many fronts including governance, education, economic development and health in Canada and Manitoba. The broad population numbers are reflected in enrolments in all Native Studies programs: at the undergraduate level the Department of Native Studies was one of the fastest growing units in the whole university during the 2000-2001 and 2001-2002 period. Enrollment leveled off in 2002-2003 but reached near record levels in 2003-2004 and has remained robust (see OIS *ISBOOK*). The Master of Arts in Native Studies program continues to receive a significant number of applications, including several from out of province. This interest reflects a trend over the last few years.

Native Studies has been a leader in the field of post-secondary Aboriginal undergraduate education, helping to attract Aboriginal students to the university and playing a key role in ensuring the university retains them. Post-secondary education of Aboriginal peoples has been one of the few unqualified success stories among Aboriginal people in Canada of the last two decades, contributing to the development of a pool of trained administrators and managers who have an understanding of the historical and cultural contexts within which they operate.

The development of a Doctoral Program in Native Studies will play a key role in building upon this success. As with undergraduate education, it will help educate non-Aboriginal peoples in the historical and contemporary experience of Aboriginal peoples while at the same time providing Aboriginal students with the knowledge and skills they will require to meet their own and their community's research and teaching needs.

## **ii & iii. Program strengths**

**Main Strengths:** These are the broad areas within which scholars in the Department characterize their research and teaching interests. The areas are not listed in order of priority or degree of strength. It should be noted that scholars in Native Studies at the University of Manitoba and elsewhere have tended to become generalists with wide areas of specialization. Hence even with a relatively small number of core faculty, we have listed a broad range of areas of competence.

**Aboriginal Governance:** Faculty members in the Department of Native Studies have research strengths in community development, Aboriginal self-government, and Aboriginal rights. These all constitute core elements of Aboriginal governance.

The Department of Native Studies is the host program in an existing Aboriginal Governance Stream at the undergraduate level. Hence, this is an area of strength that builds on an undergraduate program stream as well as the research interests of existing faculty. Further areas of focus are described below.

**Aboriginal political economy** is critical to governance issues pertaining to community economic development, Aboriginal perspectives on the environment, Aboriginal natural resource stewardship, land claims, treaties and northern development. Three faculty

## Proposal for a Doctoral Program in Native Studies

members have studied and taught these issues, one of whom is a First Nations member.

**Métis Studies:** Two of the Department's scholars are of Métis descent and are well recognized for their work in Métis studies. Virtually all of the tenured faculty in the Department have engaged in research or teaching respecting issues of Métis culture, history and heritage, including Métis rights, literature and politics.

**Sub-Arctic and Arctic Studies:** Three faculty in the Department have specialized in or engaged in teaching or research with a northern Canadian focus (here defined as sub-arctic and arctic studies). Topics have included Inuit society and culture, Inuktitut, northern entrepreneurship, northern development, northern history. The Department offers a summer program on Baffin Island which emphasizes teaching of Inuit culture and history and arctic ecology.

**Indigenous Arts and Humanities:** Faculty in the Department of Native Studies have research strengths in contemporary Aboriginal literatures with an emphasis on theories of de/colonization, critical theory, and analysis of representation in film, art and literature. Together these amount to strength in developing Aboriginal arts and humanities, which can be seen as a Native Studies variant of the broader development regarding the interdisciplinary study of culture that is currently underway within the academy.

At the Department retreat in September 2003 a commitment to reorganizing existing courses, adding additional offerings at the undergraduate level and thereby developing an Aboriginal Humanities program of study was unanimously supported. The Department sponsored an Aboriginal Humanities Institute in the spring/summer session in 2003 and has partnered with the Institute for the Humanities on a variety of small initiatives. Three current faculty are engaged in scholarship pertaining to Aboriginal literature. These include literary theory, Métis literature, Inuit literature, Aboriginal women's literature, Aboriginal poetry, Aboriginal theatre, Aboriginal novels, and the historical development of Aboriginal literature. The Department held a major international conference, *For the Love of Words: Aboriginal Writers of Canada* in Autumn 2004.

### iv. Relation to existing programs

This program will be an extension of the Department of Native Studies in the Faculty of Arts at the University of Manitoba. It will be administratively housed within the unit and will draw on the staff and facilities of that Department. Faculty from a wide range of Arts disciplines have committed their support to the program through participation on PhD student qualifying examination and dissertation committees. These include individuals in Anthropology, Economics, History, Linguistics, Sociology, Political Studies and Women's Studies. In addition, faculty members from non-Arts based academic units, particularly the Natural Resources Institute (Faculty of Environment, Earth and Resources), have committed their support to the program. Such participation would involve between five to ten faculty members, in addition to Native Studies faculty, having a role in this Doctoral Program.

### v. Enhancement of co-operation among Manitoba universities

The Doctoral Program in Native Studies will eventually supply a cohort of scholars with advanced training who will provide a basis for continued enhancement of Aboriginal

## Proposal for a Doctoral Program in Native Studies

academic programming at both the University of Winnipeg and Brandon University. The latter already has a Native Studies department which will need to draw on trained scholars as it renews itself and expands. The former has begun to develop Native Studies and will likewise draw particularly on Aboriginal individuals with doctoral credentials.

Furthermore, the Doctoral Program in Native Studies may invite appropriate scholars from the University of Winnipeg and Brandon University to participate as adjunct professors.

In general, the Program will provide an additional venue for discussion and debate of issues facing Aboriginal people. Such a venue will contribute to development of the community of scholars within the province of Manitoba who are engaged in these issues.

### **vi. The University of Manitoba's reputation**

The Doctoral Program in Native Studies will be a concrete move towards achieving the stated goal of being the post-secondary institution of first choice for Aboriginal peoples. Hence it will solidify and extend the University of Manitoba's reputation in the area of Aboriginal education. The Program will help establish and/or consolidate the Department of Native Studies as the foremost department of Native Studies in Canada. The "first choice" university in post secondary education of Aboriginal peoples can only achieve that status on the academic level if it contains the leading Department of Native Studies.

Furthermore, this Program will enhance the reputation of the University of Manitoba as an institution concerned to support broad societal goals including the promotion of social justice and the alleviation of social and economic marginality. This program will increase the number of Aboriginal graduate students at the University, will promote research of relevance, and will graduate highly trained and highly motivated researchers and teachers, Aboriginal and non-Aboriginal with the best possible credentials.

Finally, this Program will enhance the national and international reputation of the University of Manitoba by producing innovative and original research of outstanding quality pertaining to Aboriginal issues.

**vii. Native Studies and Allied programs in Canada and North America**

**Canadian Programs**

Institution	Degrees Granted
University of Alberta	<b>BA Major</b>
University of Lethbridge	<b>BA Major, Special Case MA</b>
University of Northern British Columbia	<b>BA, MA</b>
University of Victoria	<b>MA, PhD, Concurrent MA/LLB</b>
Malaspina University College	<b>BA Major</b>
Simon Fraser University	<b>BA Minor</b>
University of Saskatchewan	<b>BA Major</b>
First Nations University of Canada (formerly SIFC)	<b>BA Major</b>
University of Manitoba	<b>BA, MA</b>
Brandon University	<b>BA Major</b>
Laurentian University	<b>BA Major</b>
University of Toronto	<b>BA Minor</b>
Trent University	<b>BA Major , MA, PhD</b>
Lakehead University	<b>BA Major</b>
McMaster University	<b>Combined BA &amp; BA Minor</b>
University of Sudbury	<b>BA Major</b>
University Laval	<b>Undergraduate Certificate</b>
Cape Breton University	<b>BA Major</b>

**Select US Programs**

Institution	Degrees Granted
U of Arizona	<b>Ph.D., M.A.</b>
Bemidji S U	<b>BA</b>
Black Hills S U	<b>BA</b>
U of California, Berkeley	<b>Ph.D. w/ concentration in N.A. Studies</b>
U of California, Davis	<b>M.A., Ph.D., D.E.</b>
U of California, Los Angeles	<b>M.A.</b>
U of California, Riverside	<b>Major or minor Ph.D. fields</b>
Cornell U	<b>Graduate Minor in American Indian Studies</b>
U of Hawai'i at Mānoa	<b>M.A.</b>
U of Kansas	<b>M.A.</b>
Montana S U	<b>M.A.</b>
U of Montana	<b>BA</b>
U of Nebraska, Lincoln	<b>M.A., Ph.D. w/ NA emphasis</b>
U of Nebraska at Omaha	<b>M.A. w/ NA emphasis</b>
U. North Dakota	<b>B.A</b>
U of Oklahoma	<b>M.A.</b>
U of South Dakota	<b>M.A. in Interdisciplinary Studies</b>
SUNY at Buffalo	<b>M.A. and Ph.D. in American Studies with a Focus in Indigenous/Native American Studies</b>
U Wisconsin, Eau Claire	<b>BA</b>

### **3. Specifics**

#### **i. Credential**

The degree of "Doctor of Philosophy" would be granted upon completion of the requirements of the Native Studies Department and the Faculty of Graduate Studies.

##### **a) Rationale**

This name links the degree to the academic program that supports it. It is clearly distinguished from other degrees granted by the University of Manitoba.

##### **b) Use of credential elsewhere**

The degree "Doctor of Philosophy in Native Studies" is only granted by Trent University, Peterborough, Ontario in Canada.

##### **c) Individuals consulted**

There have been regular consultations with both the department heads and graduate program chairs of the Native Studies program at Trent University over the past three years. These include: Dr. Lynn Davis, chair of the PhD program, and Professor David Newhouse, chair of the department of Indigenous Studies.

##### **d) External requirement for accreditation**

No accreditation from an external body is required for this degree.

#### **ii. Program description**

##### **a) Admission requirements**

To qualify for admission to the doctoral program an applicant must meet the University of Manitoba Graduate Studies general regulations and must have:

a high academic standing in previous university work, including a minimum grade point average of 3.50 in the last 60 credit hours of course work  
a Master's degree in Native Studies or a Master's degree in a related discipline as determined by the Native Studies Graduate Committee;  
an area of research interest which may be supported by a Native Studies faculty member; students will be accepted by an advisor prior to submitting an application to enter the program;  
a clear sense of the scope and relevance of their research project as articulated in a written proposal submitted with their application;  
the support of previous academic advisors, evidenced by at least two academic letters of reference.

A Selection Committee appointed by the Native Studies Graduate Committee will assess all applications, applying a usual standard of a minimum grade point average of 3.50 in the most recent 60 credit hours of course work, and evidence of scholarly ability (such as publications, public presentations, and other scholarly work). It is critical to note that applicants will be assessed on an individual basis to ensure they are qualified to undertake the program that they have planned.

## Proposal for a Doctoral Program in Native Studies

### b) Course requirements

All doctoral students will normally be required to complete a minimum of 12 credit hours at the 7000 level plus a 6 credit hour language course if not already satisfied. All students will begin their program with NATV 7ZZZ, "Advanced Seminar in Native Studies" which will introduce them to the current issues in the Discipline. A minimum of 50% of course credit hours must be completed within the Native Studies department. Additional course work may be selected from courses approved by the Native Studies Department Graduate Committee.

The Department is currently developing three new graduate courses in anticipation of the Doctoral program. These include:

- NATV 7XXX Critical Theory and Native Studies (3)
- NATV 7ZZZ Trauma Theory in Indigenous Writing from Canada and Australia (3)
- NATV 7XXZ Seminar in Aboriginal Economy (3)

Student would be expected to choose at least three credits from among these offerings, those most relevant to their research program.

In addition, students may select credits from among courses offered in other Departments and Faculties, including but not limited to:

- HIST 7760– History of Aboriginal Rights (6)
- EDUA 5200 – Ethics and Aboriginal Research (3)
- EDUA 7280 – Seminar in Cross-Cultural Education (3)
- POLS 7280– Indigenous Governance and Canadian Politics (3)
- ANTH 7140– Ethnographic Research Methods (3)
- ANTH 7800 – Seminar in Ethnohistory (3)
- ECON 7300– Theories of Development (3)
- SWRK 6060 – Social Work and Aboriginal People (3)
- SOC 3850 – Restorative Justice (3)

### Aboriginal Language Requirement

Students who have not completed at least 6 credit hours of undergraduate study in an Aboriginal language or who do not demonstrate advanced knowledge of an Aboriginal language through passing a translation examination, will be required to take 6 undergraduate credit hours of study in an Aboriginal language appropriate to the topic of their dissertation. The language requirement is in addition to a minimum 12 credit hours of study at the graduate level. Language courses will be taken as auxiliary courses and will not count toward the grade point average.

The Department feels strongly about the importance of including an Aboriginal Language requirement within the program, despite the evident difficulties. The intention is not to develop fluency in a language in order to conduct research in Aboriginal communities. This would certainly not be possible in the equivalent of 6 undergraduate credit hours! Students who require fluency in an Aboriginal language to conduct their research will have to undertake such work as part of the ongoing research itself.



Rather the objectives are twofold:

- 1) As Aboriginal epistemologies and ontologies are embedded in the languages of the people, it is important that students have a grasp of those languages in order to move toward a clearer understanding of such world views. A basic grasp of the language will open up such possibilities for exploration, even if the student is required to do further work to fully explore the worlds of meaning framed within Aboriginal languages.
- 2) In response to the cultural genocide forced upon Aboriginal peoples through the prohibition of their languages, the Department seeks to affirm the importance of these languages and to contribute to the rebuilding of these language communities through requiring each student to have significant exposure to an Aboriginal language.

The ability of the Department on its own to deliver course in Aboriginal languages is restricted to Cree, Ojibwa and Inuktitut. The Department recognizes that there are numerous other Aboriginal languages that should be included in this requirement. It is not expected that a student must complete the language requirement within the first year of the program, but might have to fulfill it elsewhere during the summer or even during the second year of the program. The Department would recognize courses offered in other Aboriginal languages at other institutions. For example, Mohawk is offered at Trent, and Tsimshian is offered at the University of Northern British Columbia, as well as a number of languages and dialects at First Nations University. All of these would be acceptable to fulfill the requirement. In addition, various other agencies, some of them government, others First Nations, offer Aboriginal language training for their employees in areas where they are needed, e.g. the Nunavut government offers Inuktitut courses on a regular basis for residents of Nunavut. Finally, some language courses are available on line, e.g. [www.tusaalanga.ca](http://www.tusaalanga.ca) for Inuktitut. The examination process established for each of these courses would be acceptable to the Department for completing the language requirement. The Department will work with each student to find a language course appropriate for their area/research. Students working with groups who speak French (e.g. Metis) would be required to fulfill the standard University French competency exam. Students who are working in an area where an Aboriginal language is not spoken (i.e. the research will be in English) may choose any Aboriginal language they are interested in to fulfill this requirement.

Individual programs of study will vary from student to student depending upon the student's research interest and the recommendations of each student's Advisory Committee. Students will be encouraged to use the pool of Native Studies required and approved courses as well as appropriate graduate courses available outside of the Native Studies Department in order to select the best set of courses to complement their programs upon recommendation and approval of the Graduate Chair as well as the requisite approval of the departments in question.

c) Procedures for evaluation of students

Student academic progress will be reported annually to the Faculty of Graduate Studies. A minimum Grade Point Average of 3.0 with no grade below C+ must be maintained in order to continue in the program. Upon completion of course work performance evaluations will be based on successful accomplishment of remaining program requirements, including completion of Candidacy Exams, completion and approval of thesis proposal, satisfactory progress in thesis research, and satisfactory progress in thesis writing. Other criteria by which satisfactory performance is evaluated can be found in the sections on Performance not related to Course Work under the sections of the Graduate Calendar governing the M.A. and Ph.D. degrees.

d) Thesis procedures and regulations

The doctoral dissertation in the Doctoral Program in Native Studies is an independent written research document resulting from a research project that normally involves critical engagement with an existing body of scholarly work and the production of knowledge generated from original research, in the general area and following the established protocols of Native Studies. The thesis should demonstrate advanced knowledge by the student of scholarly work in their particular field of study and it should demonstrate that the student has made a contribution to knowledge in that field. The overall objective of the thesis is to challenge or extend existing paradigms within the framework of Native Studies.

Normally, students will begin work on the dissertation upon the successful completion of the Candidacy Exam. The following steps would then be taken:

Step One: selection of advisor and Advisory Committee.

The selection of the student's advisory committee shall occur within the first 12 months of the student's program of study. The student will consult with the Graduate Program Chair and their advisor to select an Advisory Committee. The advisor will have been selected upon entry into the program. The Advisory Committee will consist of at least two permanent Native Studies faculty members (and may include cross-appointed and adjunct professors), plus one faculty member external to the Department. All Advisory Committees must be approved by the Doctoral Program Committee.

Step Two: development and presentation of dissertation proposal.

The student will develop a dissertation proposal in consultation with the Advisory Committee. The proposal will: identify the main argument of the proposed work, outline the proposed approach, theoretical orientation and/or methodology to be deployed, review the most relevant scholarly studies in the field, suggest the relevance of the proposed work, express the manner in which the dissertation will produce or extend knowledge, review appropriate ethical considerations, and establish timelines for phases of research and composition. Normally a draft of the research proposal shall be prepared within eight months of completion of the Candidacy Exam.

The advisor will call an Advisory Committee meeting to formally consider the proposal. Students must submit a final draft of the proposal to each member of the Advisory Committee at least two weeks prior to the meeting. Written notice of the meeting must be provided to each member of the Advisory Committee by the advisor. Normally, meetings will be open to the public and advertised at least two weeks in advance.

The proposal meeting will be chaired by the advisor and will involve introductions by the advisor, a presentation of the key issues involved in the proposal by the student, questions and comments from each Advisory Committee member, and in camera determination of the status of the proposal by the Advisory Committee. The Advisory Committee will either approve the proposal or provide instructions for redrafting and resubmission. Advisory Committee decisions must be unanimous.

## Proposal for a Doctoral Program in Native Studies

### Step Three: dissertation research and drafting.

After the dissertation proposal is approved, students will begin research. The form of research may range from, but is not limited to, extensive scholarly reading, field work and data collection, and archival study. Students will be responsible for regularly updating their Advisory Committee on their progress.

Students will submit drafts of portions of their dissertation to their advisor and to other members of the Advisory Committee after review by their advisor. Finally, students will submit a version of the entire dissertation to the Advisory Committee, who will consult in camera in order to determine whether the dissertation merits consideration at a formal defense. Such consultation may take place at a meeting called for that purpose, or may take place through communications organized by the advisor.

### Step Four: dissertation defense.

The oral defense of the doctoral dissertation will follow the procedures as outlined by the Faculty of Graduate Studies. Students who disagree with a decision have access to the appeal routes and are directed to the section on Appeals - Procedures and Guidelines as outlined by the Faculty of Graduate Studies.

#### e) Transfer courses

Upon recommendation by the Graduate Program Committee, the Dean of Graduate Studies may approve courses to be taken at another university for credit towards the degree. Transfer credits must not exceed 50% of the minimum credit hours of coursework required.

#### f) Additional procedures and regulations

### Candidacy Exam

The Candidacy Exam is intended to fulfill the "generalist" requirements of the program while the research proposal is intended to fulfill the "specialist" requirements specific to each student's research. Having completed the Candidacy exam the Department will be confident that each student is competent in the overall field of Native Studies and will be positioned to teach any of the core courses in Native Studies. In the Department of Native Studies Doctoral Program students will be required to take a candidacy exam for the purpose of demonstrating their knowledge of the key scholarly works in the field, demonstrating their ability to apply knowledge to their particular field of study, and assessing their knowledge of the proposed research topic. The Candidacy exam will take place within the first 24 months after the commencement of the student's program of study.

The Candidacy Exam will explore the student's theoretical and applied knowledge in the broad field of Native Studies and in the area of their research. The student will be expected to demonstrate an overall understanding and critical assessment of key texts in the field of Native Studies. The Candidacy Exam will determine the student's skills, competencies, judgment and critical insight appropriate to scholarly work at the most advanced level in the field of Native Studies.

The Candidacy Exam will take place within 24 months of registering in the program and will have an oral and written component. Each candidacy exam shall be tailored to the

individual. The written element of the Candidacy Exam shall be based on a list of core readings which will be developed by the Graduate Program Committee, consisting of at least one hundred texts associated with the field of Native Studies. This list shall be reviewed at least once every two years. The proposed reading list will be organized under the following headings:

Theory and Method  
Ethnographic Diversity  
History  
Law, Economy Politics and Governance  
Literature and Arts – Theory and selected works

Particular questions from the reading list will be generated by members of the Advisory Committee, with each Committee Member submitting one question. A general or generic question for use by all students will be produced by the Graduate Program Committee on an annual basis, to a total of four questions. Students will have two days to answer each question, and will write the exam over a total of four weeks. Students will then meet with the Advisory Committee for an oral discussion of their answers.

The student's advisor will be responsible for the administrative arrangements necessary for the written and oral elements of the Candidacy Exam.

The Oral Candidacy Exam will be conducted within one month of completion of the final written question, will be conducted by the Advisory Committee, and will be chaired by the Director (or designate) and will entail: Introduction by the Chair; Explanation of procedures by the Chair; questions by the Advisory Committee members pertaining to the written answers and oral statement of the student; in camera determination by the Advisory Committee of Pass/Fail of the student's Candidacy Exam; and completion of relevant Faculty of Graduate Studies forms.

The student will be allowed a second chance at both the written and oral examination, within the same time framework as the first, should the answers prove to be unsatisfactory. No further attempts will be allowed.

#### **4. Projections and Implementations**

##### **i. Sample programs**

Sample 1: Student completed Master's degree at another institution

Jane Doe.

Thesis: New Developments in Aboriginal Self- Government: the Story of the Manitoba Transfer Agreement.

Advisory Committee: P. Kulchyski, W. Wuttunee, P. Thomas.

Year One: Course work.

NATV 7ZZZ Advanced Seminar in Native Studies (3)

NATV 7230 Research Methods (3)

NATV 7240 Issues in Colonization (3)

NATV 7250 Culture, Theory and Praxis (3)

## Proposal for a Doctoral Program in Native Studies

The student has no previous language experience. Given the Manitoba focus of her work, she would also complete:

NATV 1250 Introductory Cree I (3) \*

NATV 1260 Introductory Cree II (3) \*

\* (NOTE: Language courses are auxiliary to program requirements)

### Year Two: Candidacy Exam

The focus would be on the growing body of scholarship in Native Studies around governance issues through Manitoba history, Aboriginal and treaty rights, the Indian Act. The development of Indian policy would also play a significant role. The Exam would be written in mid March, after a year of supervised study.

### Year Three: Thesis Proposal, Ethical Approval, Thesis Research

The proposal would be drafted and defended by early December; ethical approvals secured by late January or early February, and thesis research begun by late February.

### Year Four: Thesis Research, Thesis Drafting, Thesis defense.

Thesis research is continued until early fall, when thesis drafting begins. A completed first draft is available by early March, and a thesis defense is conducted in early May.

### Sample 2: Student completed Master's degree at University of Manitoba

John Doe.

Thesis: Inuit Writing in English: The Role of Literature in the Emergence of Nunavut.

Advisory Committee: C. Trott, E. LaRocque, R. Eigenbrod

### Year One: Course work.

NATV 7ZZZ Advanced Seminar in Native Studies (3)

NATV 7250 Culture, Theory and Praxis (3)

NATV 7ZZZ Trauma Theory in Indigenous Writing from Canada and Australia (3)

NATV 7XXX Critical Theory and Native Studies (3)

The student is fluent in Inuktitut and would not require course work in the language with credit given for six credit hours in language.

The rest of the program would follow the same track as Sample One, save the emphasis for the Candidacy Exams would be on Inuit culture and literature, Aboriginal literature generally, and the history of Nunavut.

## **ii. Estimated enrolment**

It should be noted that in the past two years the Master's Program in Native Studies has consolidated itself by improving the supplementary regulations for coherence and consistency. These supplementary regulations were approved by the Faculty of Graduate Studies Council in December 2006.

Nine students applied for the September 2004 intake to the Masters program, several from out of province (BC, Saskatchewan and Ontario). Another nine applied in 2005

## Proposal for a Doctoral Program in Native Studies

and six applied in 2006. Hence a strong base for doctoral applications exists among the current cohort.

Over the past three years the Head of Native Studies has received approximately one inquiry per month regarding doctoral studies in Native Studies at the University of Manitoba. Several of these students have gone on to be accepted into the doctoral program that exists at Trent University. Dr Lynne Davis, the Director of the Native Studies Doctoral program at Trent University, noted that their program receives eight to fifteen applications per year and has accepted five per year on average.

It is planned that an initial intake of two to four students will provide critical mass to ensure that the immediate demand is met. This number will be offset by smaller intakes in the years following. Although there is a range of proposed new students, determination of numbers would depend on the totals of previous years, with an overall cap of approximately 14 students as a target to be maintained. Hence, on a year by year basis, the numbers would be:

	New Students	Graduating	Total students
Year One	2-4		2-4
Year Two	2-3		4-7
Year Three	2-3		6-10
Year Four	2-3		8-13
Year Five	2-3	1-2	9-14
Year Six	2-3	2-4	9-13

### iii. Distance education

There is no intention to provide any aspects of the program through distance education. Once students complete the compulsory residency requirements, it is expected that, where appropriate to the field of research, students may be engaged in community based or other forms of off campus research and writing activity.

### iv. Schedule for implementation

Fall, 2005:	SOI
Fall, 2006:	Development of Proposal
Winter, 2007:	External Review
Fall, 2009/10:	First Student Intake

## B. HUMAN RESOURCES

### 1. Faculty

The core FTE component in the Department of Native Studies is 6:

Dr. Renate Eigenbrod  
Dr. Peter Kulchyski  
Dr. Emma LaRocque  
Dr. Fred Shore  
Dr. Chris Trott  
Dr. Wanda Wuttunee

The curricula vitae of faculty is found in Appendix 3.

In order to effectively deliver the program, the department requires an additional tenure-stream position in the area of urban issues and Aboriginal peoples.

Below the names are listed with relevant roles as thesis advisors, committee members and course teachers. The two CRC recipients, Kiera Ladner in Political Studies and Diana Brydon in English, can contribute to the PhD program in Native Studies and each has plans to hire graduate students as research assistants and to provide training and mentoring experiences. In addition, the Department of Native Studies will invite five to ten colleagues with relevant research expertise to participate as full members of the Doctoral Program in Native Studies. Among the individuals to be approached will be:

Anthropology:	Dr. Kathleen Buddle-Crowe
Economics:	Dr. John Loxley
English:	Dr. Warren Cariou
History:	Dr. Jarvis Brownlie Dr. Gerald Friesen
Linguistics:	Dr. Kevin Russell
Sociology:	Dr. Rick Linden Dr. Andrew Woolford
Women's Studies:	Dr. Janice Ristock

## **2.     *Support staff***

Currently the Department of Native Studies has one half-time staff person responsible for the Graduate Program (Master's). It is necessary that this position would be expanded to a full time position as a result of the growth of graduate programming. The individual is responsible for administrative support of the Graduate Program Director and Graduate Program Council, assists with monitoring administrative aspects of student programs of study, assists with student recruitment, provides support for the admissions process and administering Candidacy Exams, Thesis Proposal Defense, Thesis Defense, and provides support for the Graduate Colloquium course.

## **3.     *Other***

People and groups external to University of Manitoba.

The individuals listed below cannot participate as voting members on PhD advisory or examining committees unless they are adjunct members of FGS.

The Masters program has enjoyed a great deal of support from academics and the broader community outside of the University of Manitoba. Community support has been drawn from Aboriginal elders and community leaders. The following individuals have participated in graduate program activities:

Clifford Anderson, Interlake Reserves Tribal Council  
Louis Bird, Ojibway Elder, Peawanuck, Ontario and University of Winnipeg  
Bob Boyer, Métis artist  
Dr. Jens Brockmeier, Free University Berlin  
Dr. Jennifer Brown, Canada Research Chair, University of Winnipeg  
Donald Castledon, adult educator, formerly with Centre for Indigenous Environmental

Resources

Ken Courchene, Sagkeeng First Nation  
Dr. Rowan Crowe, University of Winnipeg  
Paul DePasquale, University of Winnipeg  
Phil Fontaine, Grand Chief, Assembly of First Nations  
Dr. Judith Forney, University of North Texas  
Sandra Funk, Original Women's Network  
Dr. Pauline Greenhill, University of Winnipeg  
Dr. Kenneth Lister, Royal Ontario Museum  
Cathy Matte, Community Member  
The Right Rev. Dr. Stanley McKay, former Moderator of United Church of Canada  
Ovide Mercredi, Chief, Grand Rapids First Nation  
Shirley Moorhouse, Community member, Goose Bay, NF  
Dr. James Muir, University of Winnipeg  
Dr. Katherine Pettipas, Manitoba Museum  
Dr. Yvonne Pompana, Winnipeg Education Centre  
Dr. Brian Rice, Department of Education, University of Winnipeg  
Dr. Debra Schnitzer, Department of English, University of Winnipeg  
Justice Murray Sinclair, Manitoba Court of Queens Bench  
Dr. Leigh Syms, Manitoba Museum of Man and Nature  
Dr. Sandra Tomsons, University of Winnipeg  
Dr. Frank Tester, University of British Columbia

In addition, members from other department and faculties within the University of Manitoba have also been active in our Master's program (see list below). Their support will continue at the PhD level.

Dr. David Barber, Environment & Geography  
Dr. Rick Baydack, Environment & Geography  
Dr. Fikret Berkes, Natural Resource Institute  
Dr. Denis Bracken, Social Work  
Dr. Robin Jarvis Brownlie, History  
Dr. Kathleen Buddle-Crowe, Anthropology  
Dr. Warren Cariou, English  
Dr. Elizabeth Comack, Sociology  
Dr. William Koolage, Anthropology  
Dr. Marek Debicki, Political Studies  
Dr. DeLloyd Guth, Law  
Prof. Thomas Henley, Natural Resource Institute  
Dr. Rick Linden, Sociology  
Dr. Zana Lutfiyya, Education  
Dr. Stephane McLachlan, Natural Resource Institute  
Dr. Jill Oakes, Environment & Geography  
Dr. Adele Perry, History  
Dr. Nathalie Piquemal, Education  
Dr. Rick Riewe, Zoology  
Dr. Paul Thomas, Political Studies  
Dr. Lori Wilkinson, Sociology



## **C. PHYSICAL RESOURCES**

### **1. Space**

Offices associated with Native Studies in a suite of offices in the Isbister Building. A small number of graduate offices in Fletcher Argue are currently utilized to maximum capacity (three students per cubicle sized office). Classroom space is normally in the Tier or Isbister Building. One to two additional graduate offices would be required for the program. It should be noted that the new Aboriginal house of learning on campus has office space for both sessional instructors and graduate students dedicated to the Native Studies Department. This proposal does not depend upon such space, but would be remiss to not take note of the plan.

#### **i. Students**

Study offices for students are currently available on the first floor of Fletcher Argue Building. Three offices are currently allocated. The Department would request a minimum of five to support the additional students who will enter the Doctoral Program.

#### **ii. Administrative**

The Department of Native Studies currently has two administrative offices and four faculty offices in the Fletcher Argue Building and three faculty offices elsewhere on campus.

As of June 2007, the Department of Native Studies will move to a new suite of offices in 204 Isbister. This suite will accommodate all administrative offices and facilities and four faculty offices. The three remaining faculty members will continue to occupy offices elsewhere on campus.

### **2. Equipment**

#### **i. Teaching**

No new teaching equipment will be specifically required for this program.

#### **ii. Research**

No new research equipment will be specifically required for this program. It should be noted that Dr Kulchyski currently owns as a result of an earlier research grant, a standard size cassette tape transcriber, very useful for students engaged in oral research projects and available to graduate students. Dr Kulchyski's current research grants will allow him to purchase an additional three tape recorders (one of which will be digital) and either an additional two cassette tape transcribers or an automatic audio transcription device.

### **3. Computers**

Computer facilities for graduate students include email accounts, Internet access, and limited usage of departmental computers.

#### **4. Library**

Library resources available at the University of Manitoba are excellent, including periodicals, monographs and literary works as well as research collections of primary sources in the University Archives. University research centres, including the Manitoba Centre for Health Policy and the Centre for Aboriginal Health Research, provide extensive research facilities. In addition, provincial and federal library and archival centres in Winnipeg provide outstanding resources. These facilities include the Archives of Manitoba and the renowned Hudson's Bay Company Archives. The Legislative Library of Manitoba is an official depository of federal and provincial published records and published books. The regional office of the National Archives of Canada and the Regional Data Centre of Statistics Canada are in Winnipeg. The Treaty & Aboriginal Rights Research Centre of Manitoba and the International Institute for Sustainable Development contain additional important research materials and resources.

### **D. FINANCIAL RESOURCES**

#### **1. Delivery Costs**

Financial support to raise the half time graduate assistant to a full time position will be required. Increasing the Graduate Secretary to a full time position would require an additional \$20,495 (includes benefits and pay levy).

A new probationary appointment would cost a minimum of \$71,827 with benefits and pay levy. A focus on urban issues and Aboriginal peoples would enhance the areas of strength currently in the Department. Special Academic funds are based on student credit hours and number of graduate students from a pool of funds that have been constant at \$430,000. As enrolment goes up, a greater percentage of the pool of funds is allocated to the program.

Additional support for the Department will be enhanced as a result of the growth of the Department using normal channels within the Faculty of Arts. All other resources are sufficient to support a doctoral program such as that contemplated here, particularly if we adhere to the student numbers specified.

#### **2. Student Support**

The University of Manitoba has placed itself as the "University of choice for Aboriginal students". To fulfill this mandate, the University must be prepared to provide financial support for those students at all levels of scholarship. The post-secondary funding that currently comes through the individual bands is barely sufficient to support First Nations undergraduate students, let alone the more expensive graduate students and cannot be relied upon. For the program to be effective, special funding must be allocated to support advanced graduate study in this area. The Department is eager to cooperate with the University to raise funds for an Aboriginal fellowship, and has already begun to work with the Development Office to locate our existing graduates and to develop relationships with our alumni.

Funding opportunities for graduate studies at the University of Manitoba include national, provincial and university fellowships. The Social Sciences and Humanities Research Council awards standard three-year doctoral fellowships and multi-year Canada Graduate Scholarships. University of Manitoba Graduate Fellowships also provide multi-year support for doctoral work. The Faculty of Arts has created the Arts

Graduate Research Awards to fund entering graduate students otherwise eligible for University of Manitoba Graduate Fellowships. Specific annual awards in support of graduate study on themes central to Native Studies include the James Gordon Fletcher PhD Fellowship for Research in Aboriginal Issues and the Raymond F. Currie Graduate Fellowship. Doctoral research is further supported by the John S. Ewart Memorial Fund, which provides travel grants for graduate students pursuing research at the National Library and/or National Archives of Canada.

### **3. Identification of new financial resources**

Financial resources will be required in the amount of one half-time office assistant, in order to provide administrative support for the program. There is the likelihood that specific scholarships may attract donor funding from both the Aboriginal and non-Aboriginal community.

### **4. Balance Sheet Numbers**

See 1 and 3 above.

## **E. SUPPORTING DOCUMENTS**

See attached:

Available at : [www.umanitoba.ca/admin/governance/senate](http://www.umanitoba.ca/admin/governance/senate)

Appendix 1: External Support Member CV's

Appendix 2: Support Letters

Appendix 3: Department CVs

Appendix 4: Library Statement, IST statement,

Appendix 1 - External Support Members: CVs

Anthropology:	Dr. Kathleen Buddle-Crowe
Economics	Dr. John Loxley
English	Dr. Diana Brydon, CRC:Globalization & Cultural Studies Dr. Warren Cariou
History	Dr. Jarvis Brownlie Dr. Gerald Friesen
Linguistics	Dr. Kevin Russell
Political Studies	Dr. Kiera Ladner, CRC:Indigenous Politics & Governance
Sociology	Dr. Rick Linden Dr. Andrew Woolford
Women's Studies	Dr. Janice Ristock,

*Details available at Faculty of Graduate Studies*

## Appendix 2 - Support Letters

Anthropology:	Dr. Kathleen Buddle-Crowe
Architecture:	Dr. David Witty
Economics:	Dr. John Loxley
History:	Dr. Gerald Friesen Dr. V. Ravindiran
Natural Resource Institute:	Dr. Fikret Berkes
Political Studies:	Dr. Kiera Ladner, CRC:Indigenous Politics & Governance
Sociology:	Dr. Andrew Woolford
Women's Studies:	Dr. Linda Wilson

*Details available at Faculty of Graduate Studies*

Appendix 3 - Department CVs

Dr. Renate Eigenbrod

Dr. Peter Kulchyski

Dr. Emma LaRocque

Dr. Fred Shore

Dr. Chris Trott

Dr. Wanda Wuttunee

*Details available at Faculty of Graduate Studies*

Details on-line

[www.ummanitoba.ca/admin/governance/senate](http://www.ummanitoba.ca/admin/governance/senate)

Details on-line

[www.unmanitoba.ca/admin/governance/senate](http://www.unmanitoba.ca/admin/governance/senate)



## MEMO

To: Dr. Renate Eigenbrod, Native Studies Department  
From: Gary Strike, Reference Services, Elizabeth Dafoe Library  
Re: Update on Libraries Support for the PhD Program in Native Studies  
Date: May 5, 2009

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The Libraries collection was analyzed in 2004 to determine its ability to support a PhD Program in Native Studies. The report concluded that the collection could support Native Studies research and study at a PhD level. However, the report did suggest a number of upgrades to the collection. A subsequent update, issued in December 2006, indicated that many of those upgrades had been completed. Since 2006, the collection has continued to be strengthened.

### Monographs:

A subject keyword search of the Libraries Bison catalogue, to items published after 2006, indicates that:

- 422 titles have been added with the subject keywords "Indians North America"
- 59 titles have been added with the subject keyword "Métis"
- 133 titles have been added with the subject keyword "Inuit"

There would be some overlap between these searches, but overall the monograph collection has substantially grown.

### E-Library:

The *Métis National Council Historic Online Database* was added to E-Library in March 2009. This full text database includes textual information from archival documents relevant to the historical Métis Nation, and scans of many of the original documents represented in the database. This information was previously only available in Ottawa or on microfilm.

The *North American Indian Biographical Database* was added to E-Library in the 2005-2006 fiscal year, as part of an Alexander Street Press collection. It includes over 100,000 pages of content, including biographies, autobiographies, oral histories, reference works, manuscripts and photographs. A related database, also part of the Alexander Street Press collection, is *In the First Person: an Index to Letters, Diaries, Oral Histories and Personal Narratives*, which also contains information useful to Native Studies.

*Early Canadiana Online* is another product on E-Library that is relevant to Native Studies. In 2008, an additional 320 titles were added to this collection, some of which would be especially relevant to Native Studies.

### Periodicals:

A subscription to the newspaper *UrbanNDN* was added to the collection in 2009. It deals with news, culture and style relevant to Aboriginal youth, and it is published in Winnipeg.

## **Data Resources:**

The Libraries continues to subscribe to the Data Liberation Initiative with Statistics Canada. This subscription provides current faculty, students and staff access to aggregate, survey and spatial data relevant to Native Studies. Census data on Aboriginal Peoples is available at all levels of Census geography, along with the Census spatial files which can be used to thematically map this data. The *Aboriginal Peoples Surveys* from 1991 and 2001 are currently available, and the *Aboriginal Peoples Survey 2006* is expected to be released this summer. Related data sets also available include:

- Projections of the Aboriginal Populations 1991-2017
- Aboriginal Peoples Survey Community Profiles 1991, 2001 and 2006
- Aboriginal Population Profiles 2001 and 2006

These and other data sources provide information on the social and economic conditions of the Aboriginal People of Canada

## **Aboriginal Health Collection and Information Services:**

This special collection, held at the Neil John Maclean Health Sciences Library, continues to collect resources on all aspects of Aboriginal health. In 2009 they received a collection of First Nations paintings, which complement their collection of books dealing with the connection between traditional medicine and art and therapeutic use of visual art.

## **Internet Resources for Native American and Canadian Aboriginal Studies:**

In volume 32 issue 2 (2008) of the *American Indian Culture and Research Journal*, David A. Smith authored an annotated bibliography of "Internet Resources for Native American and Canadian Aboriginal Studies." He noted that many scholarly resources in this area have become freely available on open-access web sites over the last 10 years. These resources cover a large number of disciplines and vary from online versions of print resources, photographs, and audio/visual recordings. This annotated article lists 75 resources, but additional resources are constantly becoming available.

Particularly of interest to the scholarly community, David Smith notes that more full text theses are becoming freely available online. Libraries and Archives Canada's online *Theses Portal* provides indexing for approximately 300,000 theses back to 1965. As of 2008, approximately 50,000 of these are available electronically. The University of Manitoba's digital repository, MSpace, provides full text access to 2,392 University of Manitoba theses, many of which deal with Aboriginal Peoples.

## **Conclusion:**

As the previous memo indicated, upgrading the Native Studies collection is going well and will continue in the future.

Native Studies items are continuously being added by the bibliographers for a number of subjects including Native Studies, Anthropology, History, English and Linguistics. St. John's College continues to collect in the Canadian Studies area including publications about Canadian First Nations peoples. The Aboriginal Health Collection located at Neil John Maclean Health Sciences Library continues to grow.

## MEMO

To: Dr. W. Wuttunnee, Head, Native Studies Department

From: Jim Blanchard, Bibliographer for Native Studies

Re: Update on Libraries Support for the PhD Program in Native Studies

Date: December 11, 2006

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In October 2004 I completed an analysis of our collections and concluded that the Libraries could support Native Studies study and research at the PhD level. I suggested a number of upgrades to the collection, many of which have now been completed. By this memo, I want to report to you on the improvements I have been able to make to our collection to address the weaknesses I identified in 2004. I will continue to work on strengthening the collection in these areas.

Monographs – in my 2004 report I identified the following areas of weakness:

- a) 2004 PhD Report: “A list of titles to be purchased in the area of trauma literature and aboriginal peoples was prepared this year. The total cost of these book purchases would be \$732.00.”

Action Taken – All the titles identified, which are still in print, have been added to the collection or are on order. The total expended to date is approximately \$382.00. Other material will be purchased as it becomes available.

Literature by Aboriginal authors in North America and in Australia and New Zealand has always been purchased by the Libraries and we are now attempting to collect this material in greater depth. Retrospective buying of works by Australian and New Zealand authors is being done. During the 2005/06 fiscal year approximately \$2152.00 Canadian was expended on works by and about Aboriginal fiction authors.

- b) 2004 PhD Report: “For Arctic and Inuit studies, one important step that can be taken to upgrade the collection is to purchase PhD theses from other universities dealing with these areas.... A list of 13 possible acquisitions has been prepared and the total cost of these publications would be \$572.00.”

Action Taken – These theses have been purchased. Other Inuit related materials are purchased as they become available.

- c) 2004 PhD Report: The purchase of “gray literature” in the area of Metis studies was recommended.

Action Taken – It has proven difficult to find sources for many items and many are out of print. Second hand book sites on the web are checked periodically and titles will be acquired when possible. Five out of print titles have been acquired so far. All new titles about Canadian Metis people are being purchased as they become available.

**Journals** – In the 2004 Report the following improvements were identified:

- a) American Indian Culture and Research Journal – The University of Manitoba Libraries has v. 7, 1983 – present. We need to purchase volumes 1 – 6. The cost of this retrospective buying will be about \$US150.00.  
Action Taken – The early volumes are out of print, but we were able to acquire two issues from 1974.
- b) Wicazo Sa Review – UML has from v.12, 1997 to present; since 2000 it is electronic on Project Muse. We need volumes 1 – 11. The publisher has 7 issues available. Total cost for these would be \$US273.00.  
Action Taken – The complete run of this journal up to volume 17 has been added to the JSTOR database which we subscribe to. The remaining volumes up to the present are now available in another electronic database, Project Muse.
- c) Indigenous Nations Studies Journal – We should have a subscription to this important journal, which has been published by the University of Kansas since 2000. We need to acquire the back issues (7 issues, Volume 1 to Volume 4, No. 1) as well as start a current subscription. Back issues would cost \$US105.00 and a current subscription would cost \$US34.00 for a total of \$US139.00.  
Action Taken – These back issues, which now number 9, are on order.

**Conclusion** – As this report indicates, work on upgrading the Native Studies collection in the identified areas of weakness is going well and will continue in the future.

In addition, Native Studies items are being continuously added by the bibliographers for a number of subjects including Anthropology, History, English and Linguistics. St. John's College continues to collect in the Canadian Studies area, including publications about Canadian First Nations peoples.

The Aboriginal Health Collection located at Neil John Maclean Health Sciences Library continues to grow at a rate of 10% per year. This collection was recently (November 2006) analyzed as part of the Graduate Program Review for Community Health Sciences by the Aboriginal Health Librarian, Ms. Janice Linton, and it was found that both the monograph and journal collections "...support research requirements of the faculty and graduate students in the department to a Research/Doctoral level." 1

**Review of the Proposal for a Doctoral Program in Native  
Studies at the University of Manitoba**

**Margery Fee (Professor of English, University of British  
Columbia)**

**Don McCaskill (Professor of Indigenous Studies, Trent  
University)**

**16 December 2007**

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### Appendix 1 – People Interviewed

### Appendix 2 – Advertisement for position in Women's Studies and Native Studies, 10 Dec. 2007

#### 1. Introduction

The Department of Native Studies at the University of Manitoba is proposing to establish a doctoral program in Native Studies. It would become the second doctoral program in Native Studies in Canada. The first was established in the Department of Indigenous Studies (formerly Native Studies) at Trent University in 1999. The need for such a program was articulated in the University of Manitoba's strategic plan, *Building for a Brighter Future*, which recommended the need "to increase the pool of graduates of Aboriginal ancestry to assure the province's economic, social and cultural growth" and "to develop a program to recruit university graduates of Aboriginal ancestry, and facilitate their embarking on graduate education." In addition, the Advisory Committee to the Provost recommended in its Final Report "the immediate support for the development of a Doctoral Program in Native Studies."

Subsequently the Department of Native Studies prepared a "Proposal for a Doctoral Program in Native Studies." As part of the process to establish the program, two external reviewers were asked to assess the academic merit of the proposed graduate program including reviewing the program proposal, interviewing relevant stakeholders at the university (see Appendix 1 below) and making recommendations.

The reviewers concluded that there is unanimous support for the proposed program and recognition that it is needed, as well as the sense that the department is ready to move at this point. There was praise for level of consultation and the consensus that the faculty in the program trust each other to do the work required. There is a commitment in general to the proposal and agreement that this is the kind of program and structure that makes sense.

Both reviewers support the development of the program, subject to the hiring of an additional faculty member and an additional half-time staff member, the provision of adequate funding for students, and the implementation of other minor recommendations (see section 9, recommendations, for details).

## 2. Reviewers' Relevant Experience

Margery Fee's main teaching and research focus is First Nations Studies, although she also works in postcolonial studies and Canadian English. She has taught a senior English course on First Nations literatures (427/476) six times since 1996. She has supervised or co-supervised four PhD students (all graduated) working on Aboriginal topics since 1999. She is currently supervising two MA theses in English on Aboriginal topics. She has edited two special issues of the journal *Canadian Literature* on Aboriginal writers and published three book chapters and nine articles in the field, the two most recent being "'Whiteness' and 'Aboriginality' in Canada and Australia: Conversations and Identities" *Feminist Theory*, 8.2 (2007): 187-208 (with Lynette Russell, director of the Centre for Australian Indigenous Studies at Monash University) and "Racializing Narratives: Obesity, Diabetes, and the 'Aboriginal' Thrifty Genotype." *Social Science and Medicine* 62 (2006): 2988-97. As Associate Dean of Arts (1999-2004), she was responsible for assisting with the development of new programs and steering them through the university and Ministry of Advanced Education, including the BA (Major and Minor) in First Nations Studies<sup>1</sup> and the PhD in Social Work and Family Studies. In 2000, she reviewed the Joint PhD program in Literary and Performance Studies, Wilfrid Laurier University and University of Guelph for the Council on Graduate Studies, Council of Ontario Universities. She was the Graduate Advisor for the Centre for Women's and Gender Studies in 2005-06 and remains a member of both the Graduate Committee and the Advisory Committee at the Centre.

Don McCaskill has taught in the department of Indigenous Studies (formerly Native Studies) at Trent University for 35 years. He was the founding Director of the Indigenous Studies Doctoral Program, wrote the PhD Proposal and served as Director for four years. He has also been Chair of the department for 11 years. He currently teaches three courses in the graduate program and has supervised four PhD students as well as 10 MA students in the Masters Program in Canadian and Indigenous Studies. He has been Co-editor of the *Canadian Journal of Native Studies* since 1981 and published widely on a number of topics relating to Aboriginal people in Canada and Asia. He was recently Research Director for the *Ontario Urban Aboriginal Task Force* which studied urban

<sup>1</sup> Note that the Proposal does not list the BA Major and Minor in First Nations Studies at UBC-Vancouver or the Major and Minor in Indigenous Studies at UBC-Okanagan. UBC-O has an Interdisciplinary MA and PhD program with an Indigenous Studies stream that uses Summer Institutes, see <http://web.ubc.ca/okanagan/gradstudies/advising/IGS/SIII.html>

Aboriginal people in five Ontario cities and resulted in six major reports. He recently edited two books on the impact of globalization on Indigenous peoples in Southeast Asia, *Living in a Globalized World: Ethnic Minorities in the Greater Mekong Region* and *Challenging the Limits: Indigenous People in the Mekong Region* (with Prasit Leepreecha, 2007, Mekong Press, Thailand). He recently reviewed the Native Studies Program at University of the North (with Wanda Wuttunee).

### 3. Comparison with Related Programs with which the Reviewers are Familiar

#### **PhD in Women's and Gender Studies, College for Interdisciplinary Studies, UBC**

The proposed PhD is around the same size as this program, which has been running since 2001 and has 3 graduates to date. We normally admit around 6-8 MA students each year to a two-year program and 1-2 PhD students to what is nominally a 4-year program (students must complete by the end of 6 years). There is only half of a full-time faculty member in the Centre, whose other "half" is in the undergraduate program; the Director and Graduate Advisor are seconded from their home departments. This UBC PhD, therefore, was begun with even fewer faculty resources than the proposed PhD; it relies heavily on faculty elsewhere in the university who regularly teach in the field.

Like the proposed PhD, this PhD program requires 12 credits of coursework, candidacy examinations (more information on how these work below) and a thesis. (Women's Studies does not have a language requirement). There are 3 required courses taught in the program for those who have not taken them or their equivalents before, one in feminist theory, one in research methods and Interdisciplinary Research in Women's Studies (WMST 500; see below for more on this course). The Advisor steers students to appropriate electives being taught in any given year in other departments and faculties.

The PhD in Women's and Gender studies program has had difficulties in providing students with adequate funding, although once admitted they have been very successful at getting University Graduate Fellowships and SSHRC funding. There is very little entrance funding (\$7000 annually), so the program usually loses its top choices to the other programs in Canada (SFU, York and Toronto) or the United States, where good entrants are offered guaranteed 4-year funding packages. This supports our recommendation that students must be adequately funded to ensure that the best students are likely to come and are adequately supported when they do. Students are required to have a Master's degree and an academic average of at least B+ to apply to the program. We now rarely admit below an A average in the last two years of full-time study (the requirement for university scholarship and SSHRC applications) and usually require that students have some Women's Studies background (those who came with none had difficulties in the required courses).

The MA allows but discourages a thesis, which means that we have had little difficulty finding supervision for the 20-odd PhD students currently in the program.



Faculty Associates are those who can supervise or be committee members on PhD supervisory committees. Faculty Associates fill out a form which is signed by their head, so that there is a clear understanding that they may be taking on MA and PhD supervisory work in our program as well as in their own departments.

**Further funding difficulties and some solutions:** University scholarship, SSHRC funding, and TA funding cuts off after four years in the program, and since most of our students take 5 years, it is often impossible to provide them with funding that does not also require them to work as RAs or sessionals (possible only post-candidacy). Further, sessionals achieve continuing status after around 4 years of full-time teaching, so access to sessional teaching is not a given for senior PhD students (since those positions may be occupied). Some students have managed to find TA work in other departments, particularly those where we have Associates. Associates also are encouraged to commit research funding to PhD students in Gender and Women's Studies before these students are admitted, which they are usually willing to do should they have an appropriate research project.

### **PhD in Indigenous Studies at Trent University**

The PhD Program at Trent University began in 1999 after a two-year consultation process involving Aboriginal community leaders, academics from Trent and scholars from other universities. The program has graduated 10 students and currently has 32 students enrolled. Approximately 4 to 6 students are admitted each year. There are 9 graduate faculty from the Indigenous Studies Department in the program as well as 22 Adjunct Faculty (faculty from other departments and from other universities). The program is administered by a Graduate Director, a Director of Studies (Aboriginal Elder) and a Graduate Secretary. A unique feature of the program is that it is overseen by a PhD Council composed of faculty in the program, university administrators, Aboriginal community leaders and faculty from other universities. Students are required to have a Master's degree and an academic average of at least B+ to apply to the program.

The program is a culturally-based interdisciplinary program which integrates Indigenous and Western academic knowledge. The program seeks to ensure that physical, mental, emotional and spiritual dimensions of Indigenous Knowledge, as reflected in traditional and contemporary world views and expressed in practice are recognized. It seeks to blend the knowledge of Western-trained academics with knowledge and perspectives of Aboriginal Elders and Traditional People. The program combines academic, cultural and experiential components.

Trent University also has a Masters Program in Canadian Studies and Indigenous Studies offered through the Frost Centre for Canadian and Indigenous Studies established in 1982. It offers both thesis-based and course-based degrees. Faculty in the Indigenous Studies Department are active participants in the Masters Program.

The Trent program has a two-year residency requirement and two years of courses (42 credits). The Trent program is based on Indigenous Knowledge and offers two Streams

of Study, Aboriginal History and Politics and Indigenous Social and Cultural Issues. The program consists of two years of course work, two comprehensive examinations and a dissertation.

The first year courses consist of a core culture course (Indigenous Knowledge, 6 credits, taught experientially by Elders and Traditional People mostly off-campus); Indigenous Studies Theory and Research Methods (6 credits), Indigenous Thought (3 credits), Indigenous History and Politics (3 credits), Social and Cultural Issues in Indigenous Studies (3 credits), and Independent Study and Research (3 credits). Second year is devoted to giving students a practical experience in the Aboriginal community and Indigenous culture and preparing them for their comprehensive examinations and dissertation. The courses include: Practicum Field Placement (6 credits where students work and do research with an Indigenous community or Aboriginal organization for three months, usually in the summer), Dissertation Research course (6 credits), Reading Course in Core Comprehensive Examination (6 credits), Reading Course in either History and Politics or Social and Cultural Issues Comprehensive Examination (3 credits), and Bimaadiziwin/Atonhetseri:io course (a 3 credit option to the Politics and History and Social and Cultural Issues comprehensive examinations, whereby student participate in a significant cultural experience such as apprenticing with an Elder for a substantial period of time).

The Trent PhD Program has two comprehensive examinations, a Core Examination (required) and two Stream Examinations (History and Politics and Social and Cultural Issues; students select one of these two). The Core Exam is a five hour sit-down exam and the Stream Examinations are one-week take-home exams. Students have the option of doing the Bimaadiziwin/Atonhetseri:io experience instead of the Stream Examination.

At the end of the second year, after successfully passing their comprehensive examinations, students have an oral defense examination of their dissertation proposal before proceed to undertaking field research for the dissertation. Their dissertations are supervised by a three or four person committee often including an Elder or Aboriginal community member. There is also a language requirement at Trent which can include an Aboriginal or foreign language.

All students entering the Indigenous Studies PhD Program are offered Teaching Assistantships in accordance to new university graduate regulations (and substantial new funding). Many also receive scholarships, especially Ontario Graduate Scholarships and Trent Entrance Scholarships. Despite fairly adequate levels of funding provided by the university, some graduate find outside work to support themselves, including senior students being hired by the department to teach courses or act as Research Assistants for faculty research. This sometimes contributes to the length of time it takes to complete the degree. Another issue facing the program is the heavy teaching and supervisory load assumed by core faculty in the department. Some have suggested that the onerous requirements of the PhD Program have had a significant negative effect on the teaching of the undergraduate program as faculty find themselves stretched very thin with competing demands on their time.

The designers of the University of Manitoba's Doctoral Program made a conscious decision to make it substantially different from the Trent PhD Program in order to reflect the competencies of their faculty and provide a clear option for students. The Trent Program has a two year residency requirement as compared to one year residency at the University of Manitoba and 42 course credits compared to 18 course credits at the University of Manitoba (which includes 6 course credits of Aboriginal language). The University of Manitoba envisions substantial mixing of MA and PhD students which is not the case at Trent (although the stream courses are open to both MA and PhD students). The substantive areas of study are also quite different. There is little "cultural" or "experiential" emphasis in the University of Manitoba's program. Courses are jointly offered to MA and PhD students in a variety of areas including Research Methods, Issues in Colonization, Culture, Theory and Practice, Native Studies Colloquium, Advanced Seminar in Aboriginal Literature, Metis Studies and the language requirement. The proposed doctoral program at Manitoba envisions remaining relatively small with an intake of two students per year.

#### **4. Breadth and Depth of Curriculum**

Overall, the curriculum as laid out below seems sufficiently broad and deep, although student coming into the program from the existing University of Manitoba Native Studies MA program may have taken a substantial number of courses previously. In addition, the number of courses is significantly fewer than those required by the Trent program. It is clear that the current faculty members will be stretched to offer the required number of courses (or to add Special Topics courses for small numbers of students). This explains our recommendation that an additional faculty member is required above and beyond the planned joint position in Women's Studies and Native Studies.

PhD students are required to take 18 credits. NATV 7230 and NATV 7250 are required unless they or the equivalent have been previously taken. Students are also required to take 6 undergraduate credits in an Aboriginal language (for comments on this requirement see below in commentary on Appendix 6 of the Proposal). NATV 7230 is taught annually. As the program is laid out in Appendix 6, students will complete course work in Year 1 of the program, which may be difficult if both required courses are not taught every year. It appears likely that the additional two graduate courses a year required (at minimum) for the PhD would mean that more sessional instructors will have to be hired. The department's regular faculty have the capacity to teach only 30 credits a year (undergraduate and graduate) and some of them are or will be seconded or on leaves of various sorts. Some department members may be required to fill-in with Special Topics courses when others are on leave and the external faculty are not teaching suitable courses.

#### **Course Descriptions**

**NATV 7220 Selected Topics in Native Studies (3)** A critical examination of issues in selected areas of Native Studies designed to meet the special needs of graduate students interested in exploring interdisciplinary perspectives in Native Studies. Prerequisite: Permission of the instructor.

**NATV 7230 Methodology and Research Issues in Native Studies (3)** A review of research methods, such as oral histories, and research issues, such as ethics and intellectual property rights, within the context of Native Studies. Prerequisite: Permission of the instructor.

**NATV 7240 Issues in Colonization (3)** An examination of the factors influencing colonization, assimilation and indigenization. Explores the colonization and decolonization processes, theories of colonization and ways of promoting indigenization without colonization.

**NATV 7250 Culture, Theory and Praxis (3)** An examination of selected material in Metis, Aboriginal, or Inuit studies, designed to meet the special needs of graduate students interested in exploring interdisciplinary perspectives in Native Studies. Prerequisite: Permission of the instructor.

**NATV 7280 Native Studies Colloquia (1)** Theoretical, methodological, ethical and contextual issues in Native Studies are explored from the perspective of formally and informally trained experts using a colloquia format. Students are required to attend regularly. This course is taken more than once to fulfill program requirements. Time slots to be determined the first week of September (Pass/Fail).

Currently the Proposal does not make clear how often this course could be taken by PhD students for credit.

#### **Proposed additional courses:**

**NATV 7XXX Critical Theory and Native Studies**

**NATV 7YYY Trauma Theory in Indigenous Writing from Canada and Australia**

It is not clear whether these have cleared Senate; the course outlines in the Proposal are dated and clarification is needed in both cases on the weekly readings and required readings as opposed to background reading. Critical Theory and Native Studies appears to be light on Aboriginal authors (although the table of contents of the course package might clarify this) and we suggest that it be renamed Native Studies: Theoretical Perspectives so that instructors with different theoretical perspectives (feminist, legal, post-colonial, etc.) can teach it. The outline in the Proposal could then be seen as an example of a possible course outline, not the only possible one.

Similarly, rather than tie the Trauma Theory course to a specific set of theoretical perspectives, this content could also go under the heading Native Studies: Theoretical

Perspectives as another variant of this course. If this is possible at the University of Manitoba Native Studies, Theoretical Perspectives could be listed as open to be taken twice for credit, provided the content was different each time.

The reviewers concluded that, overall, the proposed program had sufficient breadth and depth (assuming an additional faculty) but did have some concerns about a number of aspects of the structure and content of the curriculum. Many of these concerns were related to the need to clarify the details of aspects of the program (to be addressed when the department moves to the next phase of development of the program). Comments, questions and recommendations pertaining to the curriculum are addressed in section 8, Strengths, Weaknesses and Questions.

## 5. Demand for Graduates with the Proposed Credential

Programs in Aboriginal Studies (First Nations Studies, Indigenous Studies, Native Studies) exist at 14 Canadian universities (p. 8 of the Program Proposal should add a BA Major and Minor for UBC, and a BA Major and Minor and an MA for UBC Okanagan). In addition, a BA is pending for Thompson Rivers University in collaboration with Simon Fraser University, which already has a Minor. Several degree granting university colleges in BC may offer Aboriginal Studies beside Malaspina, University College of the Fraser Valley has a Centre for Indigenous Studies and a Canada Research Chair (Hugh Brody), although it's not clear whether it has a BA. With all of these programs, especially emerging MA programs, there will be a large cohort of Aboriginal and non-Aboriginal students wishing to go on to acquire a Doctoral degree in Native Studies. This will be particularly the case in Manitoba where a large and growing number of Aboriginal post-secondary students. It can be assumed that many of these students will wish to pursue graduate degrees in the future.

What is also clear is that currently universities and colleges across Canada are moving to establish these programs and that there is a demand for those with doctorates in the area. Indeed, of the ten PhD graduates from the Trent program six have full-time teaching positions at universities in Canada (Lethbridge, University of Northern BC, Laurentian, Laurier, Mount Allison and Trent); of the 5 students that have graduated in this field from English at UBC, 3 have tenure-stream positions (SFU, Alberta and a Sami college in Norway). Some graduates may also find work in government at the federal or provincial levels or with national Aboriginal organizations. Given that this will be the second such program in Canada, it seems unlikely that graduates will have difficulty finding employment. PhD students will require some professional development in such matters as writing the cv, the letter of application, placing and revising articles for publication, and in teaching, which is not specified in the Program Proposal.

The reviewers have no doubt that there is significant demand for graduates with a Doctoral degree in Native Studies from the University of Manitoba.

## 6. Excellence of the Faculty and Breadth of Expertise

The six members of the department are at the ranks of Instructor (1), Assistant (2), Associate (2) and Full (2). All 6 hold the PhD and have research records in the field. Several are already national and internationally known for published research and research projects. Among them they cover Aboriginal, Métis and Inuit Studies, as well as an array of disciplines, including Anthropology, Business, History, English literature, Political Studies and Governance and Women's Studies. When asked what fields might require "filling in" in the program in the future Sociology, Urban Studies and Law were mentioned as possibilities. Currently the department is engaged in a search with Women's Studies (see Appendix 2).

An assessment of the cv's in the proposal indicates that Native Studies faculty, while in some cases are limited in their experience supervising at the PhD level, are all well qualified to teach in a PhD Program. In addition, there are many faculty outside the department the are very qualified to contribute to teaching and supervision of doctoral students. All the faculty the evaluators interviewed expressed unqualified support for the program and indicated their interest to teach and supervise graduate students. The evaluators were confident that the faculty in the Native Studies Department and at the university as a whole have the expertise to successfully mount a doctoral program in this field.

## 7. Adequacy of Facilities, Space and Other Resources

These all seem adequate or more than adequate. The library has been collecting substantial materials related to Native Studies since the 1960's and has put special effort into new acquisitions as new faculty were hired into the program and gives detailed information on how the university library stacks up against other programs. The library has acquired many special collections, archives, government documents, audio-visual resources etc. pertaining to Native Studies and will be a major resource for doctoral students doing specialized research. In addition, the library is connected to a wide range of electronic resources and has relationships with libraries and centres of relevant material that can supplement the library's holdings. Therefore, it can be concluded the library resources are sufficient to meet the needs of the new program:

That the program has recently moved into new space is an asset. It is important for graduate students to have easy access to faculty for formal and informal discussions. Ideally, they should have dedicated space separate from MA students in order to establish academic relationships and so they feel that they are a distinct group of "advanced students." It is also important that PhD students have access to space not just to advise undergraduate students (if they are Teaching Assistants), but perhaps a computer-equipped space that is theirs alone. They should also have access to printers, photocopiers and other basic office equipment. It does seem that since the program has

one office empty that might be put to this purpose, as well as a potential office in the new Aboriginal student services building, that this is not likely to be a problem. The evaluators were assured that IT services were adequate to support the small number of new resources needed for the program.

## **8. Strengths, Weaknesses and Questions Concerning Program Proposal**

A number of tentative questions are raised here regarding the structure of the program, the proposed curriculum, as well as the program requirements. These questions are not meant to be prescriptive but rather to raise some issues to think about. Many will be more fully addressed when the Native Studies Department develops a Doctoral Program Handbook of rules and regulations for the program.

The proposal, on the whole, is certainly quite similar to that for the UBC PhD in Women's and Gender Studies, an interdisciplinary program that relies on resources in other departments and which is producing those capable of teaching in an interdisciplinary field. The main difference between these programs is the nature of the candidacy exam and the lack of a public oral defense for the prospectus in WMST. On the other hand, the proposed program is quite different from the Trent PhD program in structure and content. This is not a negative as each program has to build on its unique strengths.

The following questions are meant to stimulate discussion regarding the various components of the program.

### **Focus of the Program**

- Would it be appropriate to develop a Vision Statement describing the purpose or intended outcomes of the proposed program? A key factor in attracting potential students (besides wishing to study with a particular faculty member or research a specific topic) is a clear articulation of a rationale, set of goals and strengths of the program. What will a student gain from taking a PhD degree from this particular program? Is it desirable to set out a specific focus of the program? The department should also consider how the program will be marketed to attract the best students, above and beyond its own MA students.

### **Course Requirements**

- Would it be appropriate to offer courses that assist student in preparing for their candidacy exams and dissertation proposal? What specific supports will be in place in the student's second year to guide them in their work?
- The program as it stands appears to lack a way of orienting the students to the program, building a cohort, providing them with a common focus on Native Studies as an academic discipline, and ensuring that they all receive the same

preparation for candidacy examinations. One solution to this might be a required Introduction to Native Studies course, which could be pass/fail, taught by the Graduate Chair or a team, and possibly connected to NATV 7281, adding two additional one-credit courses, one aimed at professionalization (preparation of cv, writing application letters, submitting papers to journals, putting on a term-end conference) and the other at preparation for candidacy examinations and prospectus. Another model might see the professionalization aspects done in concert with the students in the Aboriginal doctoral cohort program (should it continue).

- While there is in existence a "Practicum-type" course (NATV 7250 - Culture, Theory and Praxis) would be desirable to develop a course that is designed specifically to give students an exposure to research/work in an Aboriginal community or organization to "ground" their knowledge in the Aboriginal "reality"?
- How will the course requirements be different for students entering the program with a Native Studies academic background compared to those who do not have such a background? Will it be possible for students without a background in Native Studies to complete the program with the same number of courses as those who, for example, come out of the University of Manitoba MA?
- How many graduate courses offered in other departments will be available for Native Studies doctoral students to take?
- There are several areas of expertise in Native Studies at the University of Manitoba but in many cases only a limited number of courses in those areas. Will there be any "areas of concentration" (i.e. a number of courses, including from other departments in an academic sub-field) for students with a particular area of interest to specialize in or will students be expected to be more "generalists" in that they will take courses in a variety of areas? If the latter, what level of knowledge and expertise will students in one sub-field of Native Studies (e.g. Indigenous literature) be expected to have in another (e.g. governance)?
- Are there sufficient number of courses to challenge students over two years before they take their Candidacy Exams? If students complete the course requirements in their first year, will there be enough structure and support to maintain students in a full-time status for the second year? Would it be desirable to require additional courses (for example, Reading Courses for students who wish to pursue a particular sub-field in more depth)?

In Appendix 6 of the proposal (p. 16 item 66 col. 2) the description of the Program Requirements is confusing and should be clarified: "All doctoral students normally will be required to complete the 12 minimum required credit hours of course work, as well as 6 credits of language (or equivalent) beyond the course work they may have completed for a Master's degree or its equivalent."



## Language Requirement

- While there was general support for the Aboriginal language requirement the reviewers have questions about its purpose and how it would be implemented. What is the rationale for requiring an Aboriginal language? Is the study of the language a vehicle to explore Aboriginal culture or is it designed to develop fluency in order to undertake research in Aboriginal communities? How many Aboriginal languages would be available to be taken? Are there resources to teach a variety of languages? How will competency in languages that are not offered in courses be assessed?

There was near-unanimity in those we interviewed that the language requirement was an excellent idea. We are somewhat concerned that the department currently teaches a very limited number of languages (Ojibwe and sometimes Cree) and that it may prove difficult to ensure all students find a language appropriate to their background or field of study that is convenient for them to study for 6 credits at the level equivalent to first year. It may be wise to add a proviso here that the department does not propose to offer language courses specifically for PhD students, who may take those available at the university, or, with the help of the Graduate Advisor, reach agreement on other possibilities. The other possibilities could include, for those with learning disabilities, etc. courses *about* Aboriginal language rather than *in* speaking, reading and writing a language. The course in Ojibwe literature that Renat  Eigenbrod taught with an Ojibwe language teacher might be a useful model. Although undergraduate Linguistics courses might be too specialized, the following regular faculty in Linguistics do advertise expertise in some Aboriginal languages: Robert Hagiwara: *Lushootseed (Salishan)*, *Garifuna (Arawakan)*; David H. Pentland: *Algonquian*, *M tchif*; Kevin Russell: *Cree*, *Dakota*; H. C. Wolfart: *C  e*, *Algonquian*. Sandra G. Kouritzin, Associate Professor in Education, lists under her research interests first language loss, attrition and maintenance, and English and indigenous languages worldwide, and might be teaching relevant courses.

## Candidacy Examinations

- What is the rationale for the particular structure for the Candidacy Exams? The reviewers feel that to have these examinations open to the public might lead to problems, either making the candidate excessively nervous, or given the presence of friends, family and community members, making it extremely difficult to fail the candidate at this stage. Therefore, we have recommended that these examinations are not open to the public. Are the criteria and process for assigning passing and failing grades to students clear? How often will the examinations be offered?

If a student does not meet the standards required in one or more of the written examinations, s/he should be allowed a clearly designated amount of time to remedy the problem and if the answers continue to be inadequate, could be failed without going to an oral. The oral could provide another place where students could be failed, as those whose written answers were deemed satisfactory might be unable to discuss them adequately at the oral. For this reason, we feel that the oral should not be public (see

recommendations). If the oral is unsatisfactory, will the student be given a second chance at the oral?

#### Alternate Formats at UBC:

In the PhD programs in English and in Women's Studies, which are quite similar (except English PhD students take 18 credits of coursework and have a language requirement), students do not write any common candidacy examinations. Students in English are required to write up four elaborated questions with reading lists (about 2 pages each, around 20-30 references) related to their proposed thesis research. Once the advisory committee of 3 is satisfied with the questions they are reviewed by the graduate committee. Once the graduate committee is satisfied, the advisory committee chooses two questions. The student has 18 weeks to produce answers of around 20-25 pp. If these are not deemed to be excellent by their advisory committee and a member of the graduate committee, the student has 4-6 weeks after the evaluation report to rewrite them to standard. If they do not meet the standard at this point, they are asked to withdraw from the program. See the website for more detail on this process.  
<http://www.english.ubc.ca/grad/handbook.htm>.

The WMST process is quite similar, except that in addition to the two papers, they produce a course outline with preamble and justification which is intended to prepare them to teach in Women's Studies. See  
<http://www.wmst.ubc.ca/publicationsGradHandbook.html>.

Given that Native Studies does not have a "canon" as do certain fields, producing the list of 100 books may prove an onerous exercise to undertake for a very few students. The UBC exam format can be quite personalized, and is intended to give the student a head start on the thesis. Students find they can either use their answers in the thesis or work them up for publication as articles. Even the questions that were not used require considerable effort to write up and, of course, all have to be done carefully since the student does not know which two questions will be picked. It avoids an oral exam at this stage, which is often either redundant or disastrous. Both English and Women's Studies have the committee and a member of the Graduate committee meet with the student anyway to discuss the examination answers and plan the timeline for the thesis proposal. Neither English nor Women's Studies believe that there is such a thing as a "core" to their disciplines, although Women's Studies requirement of a sample course outline is a way of ensuring that graduates will be able to teach in Women's Studies. English moved to this model after years of area reading lists, two three-hour written exams and an oral, partly because these exams did not seem to be a task that the candidates ever would encounter again and partly in an attempt to assist students in completing the program in 4 years.

One advantage of this form of examination is that it provides a structure for students' second year, even if they are not in residence; a possibility under the university regulations.

#### Thesis Proposal

The thesis proposal examination is quite similar to that at Trent University, but does not include their preparatory course *INDG 701- Dissertation Research Course* which is a course designed to prepare students to complete their dissertation proposal.

We feel it is desirable for the Dissertation Proposal Advisory Committee meeting to be open to the public and that having an external examiner involved in the Proposal meeting (someone either from UofM, but outside the department, or from another University) would be desirable.

There should be an explicit length given for the dissertation proposal. The oral defence seems appropriate for this proposal. Again, it should be made clear whether the student could be failed after a rewrite of an inadequate proposal, and therefore not have to be subjected to a potentially disastrous public defence.

## 7. Recommendations

The reviewers make the following recommendations as a means to strengthen the program.

1. That the program be funded to hire another faculty member in addition to the 0.5 position currently advertised; suggestions for fields from those we interviewed were Sociology, Urban Studies, or Law.
2. That the program be funded to add an additional 0.5 administrative staff appointment, with duties and responsibilities that include the PhD program, but also other administrative responsibilities in the MA and undergraduate programs.
3. That the program be strictly limited to admitting a maximum of two students a year for the first five years as stated in the proposal.
4. That government of Manitoba or the University of Manitoba allocate a minimum of one Aboriginal Student PhD Graduate Fellowship of at least \$10 000/year for a period of four years and provide the other entrant at least \$5000 on entrance, and these fellowships be offered as part of an entrance package that includes either Teaching Assistant or Research Assistant money.
5. That if the candidacy examination has a oral component, that it not be open to the public.
6. That the University commit to fund-raising for at least one more Aboriginal fellowship for which entrants can compete (which might be allocated from the current Aboriginal doctoral cohort program).
7. That the thesis proposal be assessed by an "external" outside the department or, where appropriate, outside the university.

8. That the program add a required pass/fail course that combines an overview of the field of Native Studies with some aspects of professional development

## **Appendix 1 People Interviewed**

### **University Administrative Staff**

Richard Lobdell, Vice-Provost, Programs  
 Jay Doering, Dean of Graduate Studies  
 Karen Jenson, Associate Dean, Graduate Studies  
 Barry Ferguson, Associate Dean, Arts

### **Faculty Members in Native Studies**

Wanda Wuttanée, Head, Native Studies, Associate Professor  
 Chris Trott, Graduate Program Chair, Native Studies, Assistant Professor  
 Peter Kulchyski, Professor  
 Bret Nickels, Instructor and Adjunct Professor  
 Fred Shore, Assistant Professor and Executive Director, Office of University Accessibility  
 Renate Eigenbrod, Associate Professor  
 (we did not meet with Emma Larocque, Professor, currently on sick leave)

### **Department Staff**

Kimberley Wilde, Administrative Assistant  
 Shirley McFaren, Graduate Program Assistant

### **MA students**

Three MA students were interviewed, one in first year, one in second year, and one almost finished (just revising her thesis).

### **Staff and Faculty of Importance to the Proposed Program**

Carl Stone, Director, Aboriginal Student Centre  
 Rainey Gaywish, Program Director, Extended Education  
 Jim Blanshard, Librarian  
 Warren Cariou, Associate Professor, English  
 Kiera Ladner, Political Studies  
 Rob Parker, LAN Coordinator  
 Irene Thain, Classroom Media Manager

## **Appendix 2 – Advertisement for 0.5 position in Native Studies (with Women's Studies)**

**NATIVE STUDIES/WOMEN'S STUDIES**

Date Posted: December 10, 2007

Region: Manitoba

Institution: University of Manitoba

Discipline: Arts

Web Link: [umanitoba.ca/faculties/arts/departments/native\\_studies](http://umanitoba.ca/faculties/arts/departments/native_studies)

Apply Until: February 12, 2008

The Faculty of Arts at The University of Manitoba is searching for a candidate for a joint position in the Department of Native Studies and the Women's Studies Program. The Advisory Committee invites applications for a full-time tenure track appointment at the rank of Assistant Professor with a specialization in Humanities-based research related to Indigenous Women. The appointment will begin on July 1, 2008 or soon thereafter. Position Number 07061.

Candidates must hold a PhD (completed or near completion) in Native Studies, Women's Studies, Cultural Studies or a related discipline. We are particularly interested in candidates with a specialization in critical race theory, Indigenous knowledge, and/or feminist knowledge. We are very interested in hearing from applicants who have a focus on film and/or art. Applicants must have an active program of research and a record of publications in their field as well as demonstrated excellence in university teaching. Candidates are expected to have specific expertise to enhance scholarship, teaching, and community outreach at the intersection of Women's Studies and Native Studies.

The Department of Native Studies has developed a specialization in Indigenous Humanities. The Department has 6 full-time faculty members and offers undergraduate and graduate degree programs (including an upcoming PhD program.) Please visit our website: [http://umanitoba.ca/faculties/arts/departments/native\\_studies/](http://umanitoba.ca/faculties/arts/departments/native_studies/).

The Women's Studies Program has 4.3 faculty members as well as a postdoctoral fellow and offers major, minor and honours degree programs. Please visit our website: [http://umanitoba.ca/faculties/arts/departments/womens\\_studies/](http://umanitoba.ca/faculties/arts/departments/womens_studies/).

The successful candidate will be expected to conduct research relevant to both departments and will be required to teach courses in both departments at all levels, supervise graduate students and honours students, as well as be involved in University service and community outreach.

Short-listed candidates for the position will be expected to present a scholarly paper based on their research to the University and community. They will be asked to submit a teaching dossier and meet with the Advisory committee to discuss teaching, research and service.

The University of Manitoba is the province's largest, most comprehensive research-intensive post-secondary educational institution. The Faculty of Arts is home to a wide range of research centres and institutes including the new Centre for Creative Writing and Oral Culture and the Centre for Globalization and Cultural Studies.

(<http://umanitoba.ca/centres/gcs/>) with which the successful candidate may choose to affiliate. Further the Faculty has an active Film Studies program where Guy Maddin is filmmaker in residence.

Applicants may be interested in learning more about the School of Art, one of the oldest degree-granting art schools in Canada, and the associated Gallery One One One:

<http://www.umanitoba.ca/schools/art/content/galleryoneoneone/info111.html>.

Winnipeg has a great deal to offer, both culturally and recreationally, with a number of professional arts groups and opportunities for all types of outdoor activities in all seasons. Learn more about Winnipeg at: [www.destinationwinnipeg.ca](http://www.destinationwinnipeg.ca).

Further, Winnipeg is a major centre for Aboriginal cultural activities and feminist cultural activities which include the Aboriginal Film Festival, Urban Shaman Gallery, APTN, FemFest, Mentoring Artists for Women's Art (MAWA), as well as the National Screen Institute and the Winnipeg Film Group.

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. People of all sexual orientations and genders, and others who may contribute to the further diversification of the University, are also encouraged to apply.

Salary will be commensurate with qualifications and experience.

Confidential applications and nominations should include a curriculum vitae, one sample of scholarly writing (40 pages max.) as well as three confidential letters of reference which must be received directly from the applicant's referees no later than February 12, 2008.

All materials should be sent to:

Dr. Janice Ristock, Chair,  
Native Studies and Women's Studies Search Committee,  
Faculty of Arts,  
University of Manitoba,  
307 Fletcher Argue Building,  
Winnipeg, Manitoba, R3T 2N2.

Application materials, including letters of reference, will be handled in accordance with the Freedom of Information and Protection of Privacy Act (Manitoba).

Response of the Native Studies Department  
To  
Review of the Proposal for a Doctoral Program in Native Studies  
at the University of Manitoba

### Introduction

The Native Studies Department is delighted with the enthusiasm with which the Ph.D. proposal has been accepted by the external reviewers. The entire review process was extremely positive, with the reviewers raising some good questions and issues for consideration by the Department.

The reviewers came from two quite different backgrounds with respect to running Doctoral programs, one quite similar to the proposed program and one quite different. Taking these differences into account the Department wished to respond to a number of issues they have raised and their recommendations.

### General Issues

1. The program hire an additional faculty member. While it is not within the power of the Department to make this decision, the Department wholeheartedly endorses an additional Faculty position. Throughout the review, there is concern over the teaching load and resources of existing faculty. With the combination of administrative responsibilities, along with releases for research the existing faculty will need additional support to offer a rounded program. As the Department wished to support the ongoing research of its members, as well as the Doctoral program, an additional faculty member would spread the load more evenly.
2. The program be funded to add an additional 0.5 administrative staff member. Currently the Administrative Assistant to the Graduate Director holds a 0.5 position. In addition to administering the graduate program, she assists in the general running of the Department. While the position is adequate for the relatively small Master's program at this time, the additional work entailed in managing Doctoral students would make the current arrangement untenable. The additional 0.5 in staff time is thus necessary for the smooth functioning of the program. The Department would also suggest that the position be increased to full time during the summer before the start up of the program in order to put the necessary administrative functions in place.
3. Admission be strictly limited to two students a year. The Department is aware of the limitations in resources, especially among the Faculty and strongly supports the limited admission policy.
4. Student funding. The University of Manitoba has placed itself as the "University of choice for Aboriginal students". To fulfill this mandate, the University must be prepared to provide financial support for those students at all levels of scholarship. The post-secondary funding that currently comes through the individual bands is barely sufficient to support First Nations undergraduate students, let alone the more expensive graduate

students and cannot be relied upon. For the program to be effective, special funding must be allocated to support advanced graduate study in this area. The Department is eager to cooperate with the University to raise funds for an Aboriginal fellowship, and has already begun to work with the Development Office to locate our existing graduates and to develop relationships with our alumni.

### Program Issues

It is clear in the discussion of courses and program issues that there is some divergence in the models provided by the reviewers. In one model (the "Trent" model) the program is supported by a series of courses that take the students through each of the stages of the program leading to a very high course credit count. In the other model (the "UBC" model) there are a limited number of courses and while the other components of the program (candidacy exam, thesis proposal, etc) are required they are not constituted or supported by additional courses. The University of Manitoba largely seems to follow the second model, and for the most part additional courses are not provided to prepare for the candidacy exam nor the thesis proposal. The concern of the committee was that this model would place an additional burden on the supervisors, that could be better dealt with by providing a course structure. While this may be the case, the current model of the supervisors overseeing these components allows for more flexibility in tailoring the program to the specific needs of the student.

1. Vision Statement: the Department agrees that a vision statement would help focus and direct the program. The proposed vision statement would be:

The Department of Native Studies at the University of Manitoba provides a Doctoral program that trains students in Native Studies as a distinct interdisciplinary field of study with unique methodology based on an ethical relationship to the Aboriginal community as a whole while honouring both Aboriginal epistemologies and the Western academic tradition. At the same time, each student's research will be addressed within the wider currents of Native Studies. [to be finalized at the Department retreat]

2. Course requirements: As noted above the Department does not feel it necessary to offer additional course to help students prepare for the candidacy exams and the thesis proposal. Rather these will be dealt with individually through the supervisors and committee members.

a) The Department agrees that an introductory course to the discipline as a whole would be appropriate, and would work to create a cohort among the students. This course would be NATV 7ZZZ "Advanced Issues in Contemporary Native Studies". It would be structured as an ongoing seminar parallel to NATV 7280 that would address the particular issues raised by speakers in the Colloquia series.

b) The existing NATV 7250 "Culture Theory and Praxis" is already designed to give students exposure to working within an Aboriginal community. The requirements of the course can be more specifically tailored to the students' research interests at the Doctoral level. The course can be recalibrated to be taken more than once – once at the Master's level and once at the Doctoral level – to fulfill this requirement.



c) Students coming from outside the Department, whether from another Native Studies program or not, would be required to take NATV 7230 and NATV 7240, our basic introductions to method and theory at the graduate level, as well as the "Advanced Issues" and one of the new proposed courses. Students from within the Department will already have completed NATV 7230 and NATV 7240, and thus must take the "Advanced Issues" course, our new proposed courses, plus one other course either inside or outside the Department.

d) Courses outside the Department. The Department already had good relations with other Departments within the University which allow our Master's students to take courses elsewhere. These include, but are not limited to:

HIST 7760—History of Aboriginal Rights  
 EDUA 5200—Ethics and Aboriginal Research  
 EDUA 7280—Seminar in Cross-Cultural Education  
 POLS 7280—Indigenous Governance and Canadian Politics  
 ANTH 7140—Ethnographic Research Methods  
 ANTH 7800—Seminar in Ethnohistory  
 ECON 7300—Theories of Development  
 SWRK 6060—Social Work and Aboriginal People  
 SOC 3850—Restorative Justice

Students are encouraged to seek out particular courses/instructors that meet the needs of their specific research objectives.

e) The students will achieve their "generalist" knowledge of Native Studies through the required courses and more especially through the candidacy exam. At the moment the "specialist" requirements for each student will be met through specific reading courses in their area (or a course offered in another Department, if it fits their need). However, the intention of the Department is to add in a series of "specialist" courses at the graduate level that would only be offered on an as needed basis. Already, there is a proposal for a 7XXX course on "Advanced Seminar in Aboriginal Economy" that has been sent to CPAC independently of the Ph.D. proposal.

f) The course outlines/proposals will be updated and clarified as suggested (p.8) with weekly readings developed. However, the Department feels strongly that the current titles and themes for the proposed new courses remain the same. Having accepted the proposal for an additional course, "Advanced Seminar in Native Studies", we feel that the more specific approaches of NATV 7XXX "Critical Theory and Native Studies" and NATV 7YYY "Trauma Theory in Indigenous Writing from Canada and Australia" more accurately reflect the proposed content of the courses. More generic titles, as proposed by the reviewers, would simply obscure the intent of the courses while, at the same time, the more generic issues are covered by NATV 7230, NATV 7240 and the new "Advanced Seminar". It is also the intent of the Department to phase in a series of courses over the next few years that will reflect the broader interests of the Department.

#### Language Requirement

The Département feels strongly about the importance of including an Aboriginal Language requirement within the program, despite the evident difficulties. The intention is not to develop fluency in a language in order to conduct research in Aboriginal communities. This would certainly not be possible in the equivalent of 6 undergraduate credit hours! Students who require fluency in an Aboriginal language to conduct their research will have to undertake such work as part of the ongoing research itself.

Rather the objectives are twofold:

- 1) As Aboriginal epistemologies and ontologies are embedded in the languages of the people, it is important that students have a grasp of those languages in order to move toward a clearer understanding of such world views. A basic grasp of the language will open up such possibilities for exploration, even if the student is required to do further work to fully explore the worlds of meaning framed within Aboriginal languages.
- 2) In response to the cultural genocide forced upon Aboriginal peoples through the prohibition of their languages, the Département seeks to affirm the importance of these languages and to contribute to the rebuilding of these language communities through requiring each student to have significant exposure to an Aboriginal language.

The ability of the Department on its own to deliver course in Aboriginal languages is restricted to Cree, Ojibwa and Inuktitut. The Department recognizes that there are numerous other Aboriginal languages that should be included in this requirement. It is not expected that a student must complete the language requirement within the first year of the program, but might have to fulfill it elsewhere during the summer or even during the second year of the program. The Department would recognize courses offered in other Aboriginal languages at other institutions. For example, Mohawk is offered at Trent, and Tsimshian is offered at the University of Northern British Columbia, as well as a number of languages and dialects at First Nations University. All of these would be acceptable to fulfill the requirement. In addition, various other agencies, some of them government, others First Nations, offer Aboriginal language training for their employees in areas where they are needed, e.g. the Nunavut government offers Inuktitut courses on a regular basis for residents of Nunavut. Finally, some language courses are available on line, e.g. [www.tusaalanga.ca](http://www.tusaalanga.ca) for Inuktitut. The examination process established for each of these courses would be acceptable to the Department for completing the language requirement. The Department will work with each student to find a language course appropriate for their area/research. Students working with groups who speak French (e.g. Metis) would be required to fulfill the standard University French competency exam. Students who are working in an area where an Aboriginal language is not spoken (i.e. the research will be in English) may choose any Aboriginal language they are interested in to fulfill this requirement.

### Candidacy Exams

The Candidacy Exam is intended to fulfill the "generalist" requirements of the program while the research proposal is intended to fulfill the "specialist" requirements specific to each student's research. Having completed the Candidacy exam the Department will be confident that each student is competent in the overall field of Native Studies and will be

positioned to teach any of the core courses in Native Studies. While it may indeed be onerous to produce a list of 100 essential texts, the Department feels it is important to begin the process of establishing a canon within the field that all scholars can be expected to know. There will be a preference in the reading list for Aboriginal scholars/authors to emphasize Aboriginal approaches to the discipline, but this will not exclude other scholars who have contributed to the field.

The proposed reading list will be organized under the following headings:

- Theory and Method
- Ethnographic Diversity
- History
- Law, Economy Politics and Governance
- Literature and Arts – Theory and selected works

The student will be allowed a second chance at both the written and oral examination, within the same time framework as the first, should the answers prove to be unsatisfactory. No further attempts will be allowed.

The Department accepts the recommendation that the oral examination should be closed to the public.

#### Thesis Proposal

The thesis proposal should be approximately 25 pages long, exclusive of bibliography. Of this about 10 pages should be devoted to the proposal and 15 pages to the literature review.

The proposal will be examined by the Dissertation Proposal Advisory Committee which will consist of two members internal to the Department and one member external to the Department, but not necessarily external to the University. Some care will have to be exercised in the selection of the external member, as this person cannot be the external examiner for the final thesis, who can have nothing to do with the thesis preparation process itself.

The proposal should be prepared in collaboration with the advisor, who is responsible to see that the proposal is sufficient to meet the requirements of the committee. Students may have an opportunity to revise and improve the proposal on recommendation of the examining committee, and to re-defend it once.

#### Conclusion

The Department takes seriously the recommendations of the review committee, and will adjust the proposed supplementary regulations as noted above to reflect these changes.

**Report of the Senate Planning and Priorities Committee on the proposal to introduce a PhD in Native Studies in the Department of Native Studies in the Faculty of Arts**

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**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Programs and Planning Committee of the Faculty of Graduate Studies (FGS) has the responsibility of reviewing new graduate programs and makes recommendations to FGS Council.
3. The FGS recommends that Senate approve a new PhD Program in Native Studies in the Department of Native Studies in the Faculty of Arts.

**Observations:**

1. The Department of Native Studies is one of the primary academic units of its kind in Canada. It is a leading program in Aboriginal Studies - an area that has been identified as a strategic academic priority at the University of Manitoba. The only other PhD program of its kind in Canada is housed at Trent University. The committee noted that there is a requirement for PhD Graduates in Native Studies in Manitoba and in the rest of Canada to meet the needs in Aboriginal and non-Aboriginal communities in Manitoba and in other Provinces across Canada and the USA. The Department has clearly indicated that the program would contribute to increasing the number of people with doctoral degrees who will, in turn, move into decision making positions, educate the general public, become role models for Aboriginal youth to stay in school, etc.
2. The committee noted that the proposal provided documentation which indicated that the University of Manitoba Library Staff have reviewed the library resource needs for the proposed program. The Director of Libraries report indicates that library resources for Native Studies at the University of Manitoba provide an excellent resource for a doctoral level studies in this area.
3. Further, the committee noted that there is currently sufficient teaching space for the delivery of this program and that there would be sufficient office space made available from current space in the Fletcher Argue Building and in the Aboriginal House of Learning to accommodate the office needs of new staff and students.
4. In addition, the committee noted that the proposed program would require an additional 1 FTE academic staff resource, 0.5 FTE administrative Support Staff and 0.5 FTE for a graduate student assistantship bringing the total cost of the program to approximately \$100,000. Further, the committee noted that, based on the external reviewers' comments, the program cannot accommodate more than two new student admissions per year.

**Recommendations:**

The SPPC recommends that:

**Senate approve and recommend to the Board of Governors that it approve the introduction of a PhD Program in Native Studies in the Department of Native Studies in the Faculty of Arts. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and new external funding to support the ongoing operation of the program.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

## Graduate Program Proposal

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

## Graduate Program Proposal

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# Graduate Program Proposal: Master of Physical Therapy

Physical Therapy Department, School of Medical  
Rehabilitation,

University of Manitoba

## Executive Summary

The University of Manitoba currently graduates physical therapists with Bachelor of Medical Rehabilitation (Physical Therapy) (BMR-PT) degree. This is a proposal to change the current educational program and curriculum from the Bachelor's degree to an entry-level Master of Physical Therapy (MPT).

Physiotherapy is a primary care, autonomous, client-focused health profession dedicated to improving and maintaining functional independence and physical performance, preventing and managing pain, physical impairments, disabilities and limits to participation, and promoting fitness, health and wellness. Physiotherapists are independent and caring health professionals who seek to provide safe, quality client-centred physiotherapy through a commitment to service availability, accessibility and excellence. The profession continues to be shaped by scientific evidence and the education and competence of the physiotherapists delivering the services. Physiotherapy is grounded in the belief that, to be effective, its services must respond to the changing needs of populations<sup>1</sup>.

There are 14 University physical therapy education programs in Canada. Currently, 11 out of the 14 programs are entry-level master's programs. In addition to the University of Manitoba, the Universities of Laval and Montreal are offering programs at the bachelor's level. Both of these Quebec programs are in transition to master's entry-level programming.

Physiotherapy education, legislation and practice are similar across Canada. Physical Therapy education programs must meet national accreditation standards and physical therapy graduates must meet regulatory requirements that are consistent for all of Canadian graduates. Prior to registration as a physical therapist in Manitoba, the individual must have graduated from an accredited physical therapy education program and successfully complete the national Physiotherapy Competency Exam.

The proposed change in the University of Manitoba entry-to-practice degree in physical therapy is from a bachelor's degree to a master's degree. The master's entry-level credential is a professional master's degree to prepare graduates for clinical practice as physical therapists.

The University received COPSE's approval to develop a detailed program proposal in June 2007 based on the previously submitted Statement of Intent. The proposed timeline for introduction of the new Master's Degree program is for a first cohort intake in the fall of 2010 with the first graduates from the program in the fall of 2012.

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<sup>1</sup> Canadian Physiotherapy Association. (2000) *Description of Physiotherapy in Canada – 2000 and Beyond*. Author, Toronto, Canada



## A. PROGRAM DESCRIPTION

### 1. Rationale, objectives and features

#### I. *The Rationale for the Program*

##### **Changes in Health Services Delivery and Scope of Practice**

Expanding knowledge, an emphasis on evidence-based practice, technological advances, and professional autonomy have precipitated the need to advance the entry-level physical therapy education. Over the past quarter century there has been a continuing evolution of the physiotherapy profession, similar to other health professions. In 2002, the Pew Health Commission of the United States established "Twenty-One Competencies for the Twenty-First Century" <sup>2</sup> which describe the "generic" needs for health professionals in the new health care environment. These competencies reflect emerging trends in population health, accountability, collaborative and ethical practice. Considerable thought and extensive discussion by the leaders of the physiotherapy profession concluded that acquiring these competencies requires education beyond the baccalaureate level. The continued evolution of a profession requires health professionals such as physiotherapists to be active, scholarly learners who can readily adapt to changing practice models and delivery systems. The required knowledge and skills of physiotherapists are increasing steadily in depth and breadth and the educational model must evolve accordingly.

Further, Wade and de Jong in their 2000 article, Recent advances in rehabilitation, indicated: "Current evidence strongly supports the provision of well organized, coordinated, multidisciplinary rehabilitation services based on a problem oriented approach. In future, specific interventions will be more evidence based, leading to more appropriate referrals to specialist services."<sup>3</sup> The new graduate entry-to-practice program will prepare physical therapists not only for current practice and practice settings but also for the future.

The physiotherapy practice environment continues to change significantly. Thirty years ago, physiotherapists were primarily employed in hospitals and other publicly funded health care facilities, working under prescriptions from physicians. Today, Canadians have direct access to physiotherapists across Canada, without the need for physician referral. In Manitoba, over 50% of registered physiotherapists practice independently in a multitude of community settings and clinics that are funded through a variety of sources including public and private. Evolving interprofessional models of primary health care require that physiotherapists be prepared immediately upon graduation to be autonomous primary health care practitioners. They must be members of health provider teams, equipped with a variety of skills beyond clinical expertise, including negotiation, education, business and entrepreneurship. Changing demographics and informed consumerism in a highly competitive marketplace has heightened the demands on today's physiotherapists and these trends are anticipated to continue. For example, the recent federally funded and provincially supported activity in the study of interprofessional education for health care teams show that there are defined competencies required for health professionals to be effective team players and to be part of an effective team.

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<sup>2</sup> O'Neill EH, and the Pew Health Professions Commission. Recreating Health Professional Practice for a New Century. San Francisco, CA, Pew Health Professions Commission, December, 1998.  
[http://futurehealth.ucsf.edu/pdf\\_files/recreate.pdf](http://futurehealth.ucsf.edu/pdf_files/recreate.pdf)

<sup>3</sup> Wade, D., de Jong, B. (2000) Recent advances in rehabilitation. *British Medical Journal*, 320, 1385 - 1388

Physiotherapists work in a range of settings that require advanced skills in critical thinking and understanding of the application of research to practice in order to deliver high quality, 'best practice' treatment to their patients. Physiotherapists are also responsible for program development and evaluation as well as the delivery of effective clinical care. As members of health care teams, physiotherapists are key contributors to primary health programs aimed at prevention, wellness, health promotion, and screening activities. Health care environmental changes such as increased complexity and level of patient acuity, an emphasis on collaboration and teamwork with other health care disciplines, delegation and supervision to support personnel, decision-making on client care, and communication with clients, families, insurance providers and fellow practitioners require diverse problem solving and program development/management skills.

In addition to their primary role as clinicians, physiotherapists also function as educators, consultants, academics, clinical scientists and administrators. Clinicians working in the diverse and ever-changing health care environment need to be accountable for their practice and need to demonstrate the effectiveness of their interventions. The Institute of Medicine (IOM) noted in its 1999 report, *To Err is Human*, that health care differs from other industries because of its "huge variability in patients and circumstances; the need to adapt processes quickly, the rapidly changing knowledge base; and the importance of highly trained professionals who must use expert judgment in dynamic settings."<sup>4</sup>

Furthermore, changes in the health care environment and governance structures coupled with growing workload and financial pressures on the healthcare system have led to the need for a new model of professional education. An entry-level master's degree provides the education and clinical training necessary to graduate physiotherapists who have the competencies of primary care and primary health care practitioners.

It is important to have consistent educational standards across the country. A single agreed upon credential that is at a level deemed appropriate within the University, provides a means for all stakeholders to be aware of current standards. We rely on professional associations, through accreditation processes to ensure that education leading to professional status is at a high standard and in line with stakeholder expectations.

Physiotherapy stakeholders across the country agreed that the move to a professional master's degree was necessary to ensure that physical therapists are prepared academically to be responsive to the health care needs of our society. A professional master's degree provides the appropriate academic foundation for graduates with competencies that support the provision of high quality evidence-based patient care; improving the health status and quality of life of our population and advancing the Canadian health care system. Evidence-based patient care will provide for reliability of treatment which has the potential to help reduce "defects" in care or care processes, increase the consistency with which appropriate care is delivered, and improve patient outcomes. The reliability of treatment comes from a strong education foundation in which the best evidence is integrated into each clinical experience.

Stakeholders believe that the move to a professional master's entry-level degree will have a positive impact on the health of Canadians by providing quality care that is responsive to

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<sup>4</sup> Institute of Medicine. *To Err is Human: Building A Safer Health System*. 1999. Washington, USA. Author.

changing needs based on best practices and clinical evidence that makes effective use of limited health care dollars.

## Changes in Competencies

The required competencies to provide physiotherapy services have expanded in number and complexity since 1998. New competencies were defined in 2004. Table 1 provides an overview of changes in the competencies for these two periods. Since clients can now directly access physical therapy services a higher level of autonomy, supported by legislation in all Canadian jurisdictions, has evolved. Graduate physiotherapists have a greater level of professional responsibility. They must manage their multiple professional roles effectively, and apply principles of scientific inquiry, analytical and critical thinking, and high level problem-solving and decision-making.

**Table 1 Comparison of 2004 and 1998 Competencies for the Entry-level Physiotherapist in Canada (*additions and changes are italicized and bolded*)**

Competencies Defined 2004 <sup>5</sup>	Competencies Defined 1998 <sup>6</sup>
<ol style="list-style-type: none"> <li><b>Professional Accountability</b> - <i>Accepts professional responsibility and</i> demonstrates safe, ethical and autonomous professional practice.</li> <li><b>Communication and Interdisciplinary Practice</b> - <i>Communicates ethically and effectively</i> with clients, and others to achieve interdisciplinary collaboration and coordination of services.</li> <li><b>Professional Judgment and Reasoning</b> - <i>Utilizes and judiciously applies principles of scientific inquiry and analytical, critical thinking while solving problems and making decisions during professional activities.</i></li> <li><b>Client Assessment</b> - Assesses and reassesses client's physical status, functional abilities, needs and goals using an evidence-based approach.</li> </ol>	<ol style="list-style-type: none"> <li><b>Professional Accountability</b> - Models safe, ethical and autonomous professional practice.</li> <li><b>Client Assessment</b> - Assesses and reassesses client's physical status, functional abilities, needs and goals using an evidence-based approach.</li> <li><b>Physiotherapy Diagnosis and Intervention Planning</b> - Analyses client's needs, establishes the physiotherapy diagnosis and prognosis, and develops a goal-directed, outcome-based physiotherapy intervention strategy.</li> <li><b>Implementation and Evaluation of Physiotherapy Intervention</b> - Implements and evaluates the effectiveness of evidence-based physiotherapy interventions, and incorporates findings into future action.</li> </ol>

<sup>5</sup> Accreditation Council for Canadian Physiotherapy Academic Programs, Canadian Alliance of Physiotherapy Regulators, Canadian Physiotherapy Association & the Canadian Universities Physical Therapy Academic Council. (2004). Essential Competency Profile for Physiotherapists in Canada. Toronto: Author

<sup>6</sup> Canadian Alliance of Physiotherapy Regulators, Canadian Physiotherapy Association & Canadian Universities Physical Therapy Academic Council. Competency Profile for the Entry-Level Physiotherapist in Canada. Toronto: April 1998.

<p><b>5. Physiotherapy Diagnosis/Clinical Impression and Intervention Planning</b> - <i>Analyzes data collected, establishes the physiotherapy diagnosis/clinical impression and prognosis, and develops a client-centered physiotherapy intervention strategy incorporating available evidence.</i></p>	<p><b>5. Communication and Interdisciplinary Practice</b> - <i>Communicates with clients, relevant others and health care team members to achieve interdisciplinary collaboration and coordination of services.</i></p>
<p><b>6. Implementation and Evaluation of Physiotherapy Intervention</b> - <i>Implements physiotherapy interventions based on available evidence, evaluates their effectiveness for the client and incorporates findings into future intervention.</i></p>	<p><b>6. Organization and Delivery of Physiotherapy Services</b> - <i>Operates effectively within the comprehensive health system, demonstrating self-management of physiotherapy services and appropriate use of resources.</i></p>
<p><b>7. Practice Management</b> - <i>Effectively manages aspects of the physiotherapist's role and implements physiotherapy services within the diverse contexts of practice.</i></p>	

## **II. Objectives of the program**

The program goals of the Department of Physical Therapy at the University of Manitoba encompass the seven dimensions of the Essential Competency Profile for Physiotherapists in Canada (see Table 1). The Department of Physical Therapy at the University of Manitoba prepares generalist physical therapists with the knowledge, skills and behaviours required for entry into the profession. Graduates demonstrate professional accountability and collaborative practice in diverse environments. Graduates apply an evidence-based approach, seeking out new and relevant research, while evaluating and integrating the information applicable to client-centred practice. They value a commitment to life-long learning based on reflection and self-evaluation.

The learning objectives of the graduate entry-level physical therapy education program cover seven major areas. Each area has an identified learning goal:

### **1. Professional Accountability**

*The student will assume professional responsibility and demonstrate safe, ethical, culturally sensitive and autonomous professional practice.*

### **2. Communication and Collaboration**

*The student will communicate with clients and professionals in other disciplines to collaborate and coordinate services.*

### **3. Professional Judgment and Reasoning**

*The student will apply principles of critical thinking, while solving problems and making decisions.*

### **4. Client Assessment**

*The student will assess client's physical and psychosocial status, functional abilities, needs and goals.*

#### **5. Physical Therapy Diagnosis/Clinical Impression and Intervention Planning**

The student will analyze data collected, establish the physical therapy diagnosis and prognosis, and develop a client-centred physical therapy intervention strategy.

#### **6. Implementation and Evaluation of Physical Therapy Intervention**

The student will implement physical therapy interventions to meet client/patient needs, evaluate their effectiveness for the client and incorporates findings into future intervention.

#### **7. Practice Management**

The student will manage the physical therapist's role and implement physical therapy services within the diverse contexts of practice.

### **III. Program fit within research/academic priorities of the Department of Physical Therapy and the School of Medical Rehabilitation**

The Department of Physical Therapy goals and objectives are aligned with those of the School of Medical Rehabilitation and the University of Manitoba. The goal of the Physical Therapy Department, in alignment with the University's first priority *To Provide Access to an Exceptional Education* is: To provide an accredited quality entry-level education program in physical therapy recognized nationally and internationally to students in a supportive learning environment that meets the needs of Manitobans and Canadians. The School of Medical Rehabilitation's strategic plan addresses the access to an exceptional education by identifying a number of activities including curriculum improvements, use of clinician expertise, and appropriate quality clinical placements. All of these elements are addressed in the new graduate entry-to-practice physical therapy program.

Similarly, with the University's priority of *Be a Centre for Research and Graduate Education that Makes a Difference to our Province, our Nation and our World*, the School of Medical Rehabilitation has identified a number of activities, including: increase research capacity and be competitive with other programs across Canada. The new graduate program complements the current MSc(Rehab) program by introducing students of the entry-to-practice program to the research activities and knowledge transfer thus directly influencing client care and life long learning.

### **IV. Novel or innovative features of the program**

This program will replace the current Bachelor of Medical Rehabilitation degree in Physical Therapy. Admission criteria and pre-requisites for entry to this program are changing to a requirement for a first degree with specified course pre-requisites from the current minimum of 30 credit hours with specified course pre-requisites. Length of time in the professional program is changed. Curriculum content is changing to focus more time on knowledge translation of evidence to physiotherapeutic clinical applications. Curriculum content changes are required in order to meet accreditation requirements for 2010.

The proposed Physical Therapy program is a 25 month graduate-level entry-to-practice academic program of study that includes no less than 1160 hours or 31 weeks of full time supervised clinical practice. This evidence-based course of study is anchored in the rehabilitation sciences in particular movement sciences and therapeutics. The program builds

on our roots in the medical model with strong influences from the fields of population health, wellness, psychosocial and disabilities studies.

It is proposed that the new program in physical therapy be launched in the fall of 2010. This new program will build on the strengths of the current undergraduate program with a refocus and restructuring around curriculum content in contemporary rehabilitation sciences that is important to the discipline and practice of physical therapy. Highlights of the new program will include:

- The new program is a second degree program.
- Before entering this new program, students must have completed an undergraduate degree in any field including required course pre-requisites. Pre-requisite studies will include human anatomy and physiology, English literature, biology with a component in genetics, introductory courses in psychology, human development across the lifespan and statistics.
- The curriculum structure includes an integrated schedule of academic and clinical experience that takes place over a concentrated 24 - 26 month period. A table comparing the current program to that of the new program is contained in Appendix A.
- Curriculum content includes knowledge, skills and attitudes required for entry-level practice as a registered physical therapist. The focus of the discipline of physical therapy is improvement in the function and health of clients through mobility/movement.
- Teaching and learning methods in the academic components of the curriculum include a mixture of lectures, seminars, laboratory sessions, case studies, problem solving exercises, small group work, focused self-directed and independent studies. Classroom time will not exceed 24 hours per week.
- Students will participate in clinical experiences supervised by practicing clinicians in conventional and emerging work environments for physical therapists. Students will progress from novice to competent as they meet the expectations of consolidating their academic knowledge with their clinical skills.

Another innovative aspect of the program is the acceptance of internationally educated physical therapists with bachelor's degrees in physiotherapy. These individuals will be accepted into the program, with permission of the Department Head, as occasional students and for credit coursework only. A degree will not be conferred. These individuals have been assessed by the national credential assessment agency, The Canadian Alliance of Physiotherapy Regulators. Through a Prior Learning Assessment Review (PLAR), The Alliance determines which physical therapy content, if any, is required for the internationally educated physical therapist to be eligible to participate in the national licensing examination. Physiotherapists from the United States, England and Australia typically are not required to complete additional course work and may be eligible to write the national exam without further academic coursework. Whereas physiotherapists educated in India, the Philippines and The Netherlands, for example, must complete additional coursework. The content of this coursework is typically information on the Canadian Health Care system, impact of pharmacology on clients, and autonomous practice. In some cases, internationally educated physical therapists may be requested to complete other coursework based on the PLAR. To accommodate these specific requirements that may not align with the identified courses for the MPT program, two courses have been created. These two courses are "envelopes" of coursework equivalent to 3 credit hours in which content can be

extracted from other MPT and MScPT courses and designed to meet the PLAR needs of the internationally educated physical therapists.

Over the past 5 years the Physical Therapy program has accommodated 5 internationally educated physical therapists in a similar manner in the undergraduate program: one from India, 3 from the Philippines and one from The Netherlands. We only accept students who have been assessed by The Alliance.

## 2. Context

### *1. Extent to which program responds to current and future needs of MB and Canada*

The University of Manitoba Physical Therapy program currently provides 83% of the human resource in physical therapy in Manitoba.

This academic program at the University of Manitoba is needed to:

- a.) meet the health human resource needs for physical therapists in Manitoba,
- b.) advance knowledge and educate physical therapists in a manner that is responsive to the health, social, and cultural needs of Manitobans,
- c.) continue to provide and sustain best quality care for Manitobans,
- d.) ensure our academic program is equivalent to those in the rest of Canada and is aligned with national standards, and
- e.) contribute to meeting the human resource need for researchers in the physical therapy domain.

Physiotherapists are employed in both the public sector and in the private sector throughout Manitoba. In the public sector, physiotherapists are typically employed by hospitals, rehabilitation and long term care facilities within regional health authorities and by not-for-profit community agencies in health and education fields. In the private sector physiotherapists are typically employed by established private practice physiotherapy clinics and insurance agencies.

Emerging opportunities for physiotherapists' employment include primary health care including primary prevention, home care and community care. There may be other opportunities, as yet unidentified that physiotherapists could create to serve the health need of Manitobans.

The new graduate entry-level physiotherapy academic program replaces the existing program and would provide qualified competent physical therapists to contribute to the health human resource needs for Manitoba's health care system in urban, rural, northern and remote regions. The proposed program is aligned with priorities identified in the November 22, 2004 Province of Manitoba Speech from the Throne including: Education First, Growth in Population, and Health Innovation. The economic plan for "Education First" included "targeted increases in the education of health professionals and Aboriginal professionals in all fields". In addition to the proposed change in education for physical therapists in Manitoba the program will continue to be accessible to the indigenous peoples of Canada. New Manitobans who have a foreign degree in physical therapy will be assisted through the program to prepare for eligibility to practice in Canada consistent with the Growth in Population priority. Graduates of the program will have the knowledge and skill set to contribute to the Health Innovation initiatives, specifically: improving the mobility of the increased number of Manitobans who will benefit from the larger number of hip and knee surgeries; influencing health prevention and healthy living strategies of individual Manitobans, prescribing fitness and activity programs for youth, and

addressing the mobility and activity needs of Manitobans with chronic diseases including diabetes. In addition to these initiatives that were also reiterated in the 2005 Manitoba Budget Address graduates of the program can contribute to the care and well-being of Manitobans through home care and community care.

The 2007 Speech from the Throne continued with similar themes from 2004, in particular:

- *Moving forward in health care* – with further increases in the training and recruitment of health professionals, and added measures to shorten wait times. Community health options and prevention programs will be expanded. Investments in health facilities will continue to be made in every part of the province, with a special focus on emergency rooms, dialysis treatment and care for the elderly.
- *Moving forward with education and training opportunities for young people here at home.* Post-secondary education will be kept affordable for Manitoba students, and for northern and rural residents new programs will be provided closer to home. Your government will work with employers and educators to expand apprenticeship training and ensure that our provincial skills strategy remains responsive to the growth sectors in our economy.

It is anticipated that the change to master's entry-level will have a positive impact on health human resources both now and in the future. The focus for graduates of the master's program will continue to be provision of direct client care, but with enhanced evidence-based practice skills in clinical decision-making and problem-solving that will result in focused client care. An independent research study funded by the Alberta provincial government has shown that rehabilitation professionals with entry-level master's degrees demonstrate greater use of research knowledge in clinical decisions than those with bachelor's degrees. It is anticipated that graduates from professional master's programs will be well equipped to assume positions as physiotherapists in a wide range of independent, community-based and primary health care models. They will be prepared to adapt to changes and priorities in health care services. Their practice will integrate the most current research and evidence to enhance cost-effectiveness and efficacy of treatment regimes.

## ***II. Strengths of the program***

This graduate entry-to-practice program will build on the strengths of the existing physical therapy education program with a solid understanding and accompanying skills in the three physiotherapy core areas of cardiorespiratory, musculoskeletal and neurosciences. The new program will provide a new focus on primary health care using the World Health Organization's International Classification of Functioning as a framework for addressing client assessment, determining appropriate interventions to assist clients to return to participation in personal and community activities.

A master's entry-level physical therapy program will enhance research intensiveness for faculty members. This has been shown in other jurisdictions where a master's entry-level physical therapy program has been implemented. Evidence supports that one of the three variables related to success of U.S. graduates on national Physical Therapy examinations is the qualifications of physical therapy faculty.<sup>7</sup>

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<sup>7</sup> Mohr T, Ingram D, Hayes SH, Du Z. Analysis of Pass Rates on the National Physical Therapy Examination Based



The application of science to practice and the development of clinician scholars are additional strengths of this new program.

The development of this program has also benefited from the current work on curriculum guidelines initiated by the Canadian Universities Physiotherapy Academic Council. The Department of Physical Therapy is a member of this Council and is one of three members of the Curriculum Guidelines Steering Committee. Curricular ideas and physiotherapy content concepts from this national initiative are shared with faculty in the development of the new graduate program.

### **III. Areas of concentration or specialization**

This master's program concentrates on the knowledge and skills sets to prepare physical therapists for the practice of physical therapy.

### **IV. Extent to which program will use existing U of M programs as foundation**

Pre-requisite courses from a variety of programs areas have been identified. The Bachelors of Health Studies and Health Sciences programs have been identified as excellent undergraduate programs from which students may apply to the graduate physical therapy program. We expect there will continue to be interest in physical therapy by students in the Faculty of Kinesiology and Recreation Management.

**Pre-requisite courses** – A summary of the pre-requisite courses for consideration is presented in Table 2, along with an example of a student schedule. They amount to a total of 30 credit hours out of a potential 90 credit-hour, three-year Bachelors degree: 18 credit hours in the Faculty of Arts and 12 in the Faculty of Sciences.

**TABLE 2: RECOMMENDED REQUIRED COURSES BEFORE ENTERING MPT PROGRAM**

CORE COURSES	UNIVERSITY OF MANITOBA	UNIVERSITY OF WINNIPEG	BRANDON UNIVERSITY	ATHABASCA UNIVERSITY
Human Anatomy (3 credit hours)	ZOOL 1320			
Physiology of the Human Body (3 credit hours)	ZOOL 1330	BIOL-1112/6	94:132	BIOL 235
Biology with genetics (3 credit hours)	BIOL 1000	BIOL-1115/3	94:162	No course equivalents identified as of June.07
Introductory Psychology (6 credit hours)	PSYC 1200	PSYC-1000/6	82:160 & 82:161	PSYC 289 & 290

on U.S. Educational Program Characteristics. J Phys Ther Educ, Spring 2005, p. 60-66.

Child Development (3 credit hours)	PSYC 2290	PSYC-3200/3	82:274	PSYC 323
Developmental Psychology from Adolescence to old Age (3 credit hours)	PSYC 2370	PSYC-3220/3	82:356	PSYC 381
Basic Statistical Analysis I (3 credit hours)	STAT 1000	STAT-1201/6 or STAT- 1501/3	62:171	MATH 215
English (6 credit hours)	ENGL 1200 or ENGL 1300 or ENGL 2000	ENGL-1001/6	30:161 & 30:162	No course equivalents identified as of June.07

#### EXAMPLE STUDENT SCHEDULE

Year 1	Year 2	Year 3
Human Anatomy (3)	Child Development (3)	Electives: 30 credit hours
Human Physiology (3)	Psychology of Old Age (3)	
Introductory Psychology (6)	Introductory Statistics (3)	
English (6)		
Biology (3)	Electives: 21 credit hours	
Electives: 9 credit hours		

#### ***V. Extent to which program enhances cooperation among MB universities***

As outlined in Table 2, all eight of these program pre-requisite courses have been selected so that students could take these courses at any of the University of Manitoba, the University of Winnipeg and/or Brandon University.

#### ***VI. Extent to which program will enhance national reputation of U of M***

Approval and implementation of this program will provide the University of Manitoba with a physical therapy academic program equal to the other thirteen programs in Canada with the equivalent educational credential. Graduates of this proposed program at the University of Manitoba will feel confident in their educational credential whether they choose to work in Manitoba or choose to work elsewhere across Canada.

#### ***VII. Location of Similar Program Offerings in Canada and North America***

There are 13 other academic programs of physiotherapy in Canada. Of these thirteen programs, 11 currently offer a graduate entry-to-practice program in physical therapy; the other two programs, both based in Quebec, are currently developing proposals to change from an undergraduate entry-to-practice degree to a graduate entry-to-practice degree. See Table 3 for information on the Canadian academic physical therapy programs.

**TABLE 3: CURRENT ENTRY-LEVEL PHYSIOTHERAPY ACADEMIC PROGRAMS IN CANADA**

INSTITUTION	DEGREE CONFERRED	ACADEMIC PREREQUISITES	LENGTH OF PROGRAM	DATE OF MASTERS IMPLEMENTATION OR PROPOSED
University of British Columbia	Master of Physical Therapy (MPT)	Completion of a recognized baccalaureate degree in any field	26 months	2005
University of Alberta	Master of Science in Physical Therapy (MScPT)	Completed baccalaureate degree from a recognized academic institution.	Min. of 28 calendar months. May be 31 mo. depending on clinical placement availability.	2003
University of Saskatchewan	Master of Physical Therapy (MPT)	Completion of a recognized baccalaureate degree in any field	26 months	2007
University of Manitoba	Bachelor of Medical Rehabilitation (Physical Therapy)	University One	Three years	Proposed for 2010
McMaster University	Masters of Science in Physical Therapy (MScPT)	Four-year baccalaureate degree	24 Months	2000
University of Toronto	Master of Science in Physical Therapy (MScPT)	Four-year undergraduate degree	26 Months	2001
University of Western Ontario	Master of Physical Therapy (MPT)	Four-year undergraduate degree	23 months	2002
Université d'Ottawa	Master of Health Sciences in Physiotherapy	Honours Bachelor's degree	2 years (6 consecutive terms)	2007
Queen's University	Masters of Science in Physical Therapy (MScPT)	Four year baccalaureate degree	Two years	2005
McGill University	Master of Science (Applied) in Physical Therapy	Bachelors degree plus one qualifying year of content specific to PT	Five semesters which includes 1000 hours of fieldwork	2007
Université Laval	Baccalauréat des sciences en physiothérapie/Baccalauréat of Science in Physiotherapy	Diplôme collegial en sciences de la nature ou l'équivalent	Trois ans (sept sessions)	unknown
Université de Montréal	Baccalauréat en sciences (physiothérapie)	Diplôme collegial en sciences de la nature ou l'équivalent	Trois ans et demi	unknown
Université de Sherbrooke	Maître en physiothérapie (M. Pht)	diplôme d'études collégiales (DEC) en sciences de la nature, en sciences, lettres et arts ou en techniques de réadaptation physique ou avoir acquis au moins	7 semestres	2007

		45 crédits universitaires dans un même programme à grade à la date limite fixée pour le dépôt de la demande d'admission		
Dalhousie University	MSc. (Physiotherapy)	four-year undergraduate degree or a three-year degree plus an additional 30 credit hours of university courses at advanced levels which can include prerequisite courses will be considered.	26 months	2006

There are 200 physical therapy academic programs in the United States offering either a master (24 programs) or doctoral level education (178 programs) or both. Of the 178 doctoral level programs, 111 are professional (entry-level) DPT programs which are either accredited or being developed. A list of these programs can be found at the following website:  
[http://www.apta.org/AM/Template.cfm?section=PT\\_Programs&template=/aptaapps/accreditedschools/acc\\_schools\\_map.cfm&process=3&type=PT](http://www.apta.org/AM/Template.cfm?section=PT_Programs&template=/aptaapps/accreditedschools/acc_schools_map.cfm&process=3&type=PT)

The higher profiled programs, based on contribution to physical therapy literature and the science of physical therapy, are listed below:

University	Location	Features of Program
Arcadia University	Glenside, Pennsylvania	DPT since May 1999
Duquesne University	Pittsburgh, Pennsylvania	DPT since July 2001
Emory University	Atlanta, Georgia	DPT since September 2001
Northwestern University	Chicago, Illinois	DPT since May 2001
Duke University	Durham, North Carolina	DPT since August 1999
University of Pittsburgh	Pittsburg, Pennsylvania	DPT since April 2002
Sargent College at Boston University	Boston, Massachusetts	DPT since November 2001
Texas Women's University	Houston, TX	DPT since February 2007
University of Washington	Seattle, Washington	DPT since November 2003
University of North Carolina at Chapel Hill	Chapel Hill, North Carolina	DPT since April 2007

### 3. Specifics

#### ***I. Credential to be granted: Master of Physical Therapy (MPT)***

**a) Rationale for the name:** The Department of Physical Therapy is recommending that the credential to be granted upon successful completion of this program is Master of Physical Therapy (MPT). The name is consistent with the naming of the Occupational Therapy program (MOT), a sister health profession program in the School of Medical Rehabilitation. The title "master of" attached to the name of the professional program is also consistent with the naming of other course-based programs at the graduate level at the University of Manitoba, for example: Master of Architecture, Master of Business Administration, Master of Engineering, Master of Public Administration.

**b) Indication of whether the credential is offered under same/similar/different names elsewhere:** The other Canadian academic physical therapy graduate entry-to-practice programs offer either one of two credentials: Master of Physical Therapy (MPT) or Master of Science (Physical Therapy) (MScPT). Of the 11 programs currently offering this level of physical therapy education 4 provide the MPT credential and 7 provide the MScPT credential, or equivalent. See Table 3 above for specific programs and their credential.

**c) List of those consulted in arriving at the name:** Discussion of the name has occurred with members of the Physical Therapy Department; Dr. Emily Etcheverry, Director of School of Medical Rehabilitation; Dr. Thomas Hassard - Associate Dean, Faculty of Graduate Studies; Simone Hernandez-Ramdar - Admission and Program Officer, Faculty of Graduate Studies; Dr. Jay Doering, Dean, Faculty of Graduate Studies; external reviewers of the proposed program: Dr. Jayne Garland and Dr. George Turnbull; and colleagues responsible for the physical therapy masters programs across Canada.

**d) Indication of whether accreditation for new degree is required by an external body:** Yes, the Accreditation Council for Canadian Physiotherapy Academic Programs will request a self evaluation report and an on-site visit in the academic year prior to the first graduating cohort. There will be regular reviews thereafter in six year intervals by this same accrediting body.

### ***II. Program Description***

#### ***a) Admission requirements***

##### **I. Academic Requirements**

All applicants will be required to have:

- A Bachelor's degree
- At least one academic year of 24 credit hours
- An overall average of at least 3.0 or a grade of "B" in the last 60 credit hours of study
- A minimum grade of 3.0 or "B" in all of the pre-requisite courses
- All pre-requisite courses need to have been completed within the last five years or the equivalency within graduate studies

**Pre-requisite courses** – A summary of the pre-requisite courses for consideration has been presented in Table 2, above, along with an example of a student schedule. They amount to a total of 30 credit hours out of a potential 90 credit-hour, three-year Bachelors degree: 18 credit hours in the Faculty of Arts and 12 in the Faculty of Sciences.

## II. Non - Academic Requirements

### Interviews

It is felt that interviews of prospective physiotherapy students should continue. The introduction of multiple mini interviews will be explored to replace the three-person panel interviews currently used.

*Rationale:* Five of the current master's entry-level programs across Canada use an interview. An alternative interview format is emerging in the form of multiple mini-station interviews, and is being pursued at the Universities of Alberta and McMaster as well as within the Faculty of Medicine at the University of Manitoba. Stations for the most part are practical in nature but not limited to this. Written stations are also an option, but how and by whom these will be graded must be considered. One-on-one interviews in stations are also a possibility, as is currently utilized by the Masters of Occupational Therapy program at the University of Manitoba. Practical stations can include scenarios and/or group activities with fellow applicants.

### III. Selections

The selection decision will be based 60% on the grade point average of the last 60 credit hours, and 40% on an interview score.

Priority will continue to be given to Manitoba residents.

**b) Course requirements** – This 25 month proposed program of 102 credit hours requires full time study. Course introduction forms are attached in Appendix A.

**c) Procedures for the evaluation of students** – This proposed program is a course based masters with the usual evaluation processes of written examinations, clinical examination (OSCE), papers, seminar presentations, self evaluation and clinical performance instrument.

**d) Thesis, practicum or comprehensive procedures and regulations** – It is intended that the clinical examinations will be comprehensive exams at the end of each of three major blocks of academic study. In addition, students are expected to produce a scholarly paper representative of graduate work based on an evaluation or research project under the supervision of a faculty advisor.

**e) Ability to transfer courses into the program** – This feature is not available due to the integrative nature of the content within the curriculum.

**f) Other procedures and regulations specific to the program – Supplemental Regulations**

All students are responsible for understanding the policies, regulations and guidelines of the University of Manitoba, the Faculty of Graduate Studies, as well as, their Department/Program of study. The Department of Physical Therapy Supplemental Regulations document is attached in Appendix B. These supplemental regulations are aligned with and are designed to be read in conjunction with the Faculty of Graduate Studies Academic Guide.

#### 4. Projections and Implementation

##### *1. Sample program listing for a typical student including timetable for completion of studies*

It is anticipated that students would complete the academic and clinical components of the program in 25 months. The courses to be studied in Year 1 and Year 2 of this professional graduate program are listed below. The proposed Curriculum Map, which follows the table, generally maps out the timeframe for these listed courses according to the blocks A through to I.

BLOCK	COURSE	TITLE	CREDIT HOURS
A	PT 6100	Theoretical Basis of Physical Therapy Practice	5
A	PT 6110	Foundations to Evidenced-Based Practice 1	1
A	PT 6120	Clinical Skills for Physical Therapy Assessment	4
A	PT 6130	Applied Sciences for Physical Therapy 1	4
A	PT 6140	Anatomy	3
B	PT 6190	Clinical Education	1
C	PT 6221	Clinical Skills for Physical Therapy in Neuromusculoskeletal Conditions 1	6
C	PT 6222	Clinical Skills for Physical Therapy in Neuromusculoskeletal Conditions 2	4
C	PT 6230	Applied Sciences for Physical Therapy 2	6
C	PT 6250	Integrated Practice for Neuromusculoskeletal Conditions	3
C	PT 6260	Physiotherapy Practice and Professional Issues 1	3
D	PT 6291	Neuromusculoskeletal Clinical Education 1	6
D	PT 6292	Neuromusculoskeletal Clinical Education 2	6
E	PT 6310	Foundations to Evidenced-Based Practice 2	2
F	PT 7121	Clinical Skills for Physical Therapy Neurological Conditions	5
F	PT 7122	Clinical Skills for Physical Therapy Cardiorespiratory Conditions	4
F	PT 7130	Applied Sciences for Physical Therapy 3	6
F	PT 7150	Integrated Practice for Cardiorespiratory and Neurological Conditions	3
F	PT 7160	Physiotherapy Practice and Professional Issues 2	3
G	PT 7291	Cardiorespiratory and Neurosciences Clinical Education	6
G	PT 7292	Cardiorespiratory and Neurosciences Clinical Education	6
G	PT 7390	Elective Clinical Education	6
H	PT 7400	Selectives in Advanced Physiotherapy Practice	3
I	PT 7500	Physical Therapy Evaluation/ Research Project	6

# Curriculum Map: Aug 20 Start (31 wks clinic) (revised Dec19/07)

Aug 20	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug 17																																							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
A: General: 11 wks  EBP, ethical decision making, feedback, communication profession issues anatomy, physiology assessment (interview, vitals, ROM scan, mobility, exercise) pain, heat, cold Intro to Cdn health care system												B: 1 wk Clinic (50)	C: Musculoskeletal Academics: 18 wks  • assessment • treatment (electro, massage, exercise) • lifespan												University closed	March break	D1: MSK Clinic 6 wks (50)						D2: MSK Clinic 6 wks (50)						D3: MSK Clinic 6 wks (?)												
																											E: 6 weeks Foundations of EBP Part II																								

Aug 20	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug 17																																																										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52																			
<b>F: Cardioresp &amp; Neuro: 18 wks</b>  • Assessment • Treatment • Lifespan																			<b>G1: CR or Neuro or Elective 6 wks (37)</b>						<b>G2: CR or Neuro or Elective 6 wks (37)</b>						<b>G3: CR or Neuro or Elective 6 wks (37)</b>						<b>G4: CR or Neuro or Elective 6 wks (37)</b>						<b>G5: CR or Neuro or Elective 6 wks (?)</b>						<b>I:</b>																					
<b>H: 6 + 6 wks</b> • Distributed coursework • research project																																																																						

Aug 20	Sept.																																																						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52				
I: Cont'd 5 wks Selectives																																																							

The academic program must provide a minimum of 1050 hours of clinical experience for graduating students to be eligible to write the Physiotherapy Competency Exam. This program provides 1162.5 hours based on 37.5 hours across 31 clinical weeks.



**II. Estimate enrolment for first 5 years of program including evidence on which the projection is based:**

Enrolment is expected to be 50 students in each of the first 5 years of the program. We are currently funded by COPSE for 50 seats. The BMR(PT) program has been sufficiently attractive over the past ten years to have a ratio of 1.5 – 3 applicants for each seat. Although there may be a slight shortfall of candidates in the first year or two, based on the experience from implementation of the Masters of Occupational Therapy program, it is expected that a full complement of students would occur in the third and subsequent years after implementation of the program.

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

The program requires full time, on-site study in the Department of Physical Therapy. Integration of content will occur within courses, across years, and from academic studies to clinical experience. This approach is not conducive to part time study or distance education.

**IV. Schedule for implementation**

Date	Step	Comment/Detail
September 20, 2005	SOI and Letter of Support from Dean forwarded to FGS	
September 23, 2005	Programs and Planning Committee of FGS (may provide advice on enhancing the COPSE statement of intent) Department may be invited	Met with Committee to discuss Statement of Intent, approved and forwarded to next level of FGS and Senate
March 2007	Revision to original Statement of Intent, submitted to COPSE along with "draft" copy of Pan-Canadian application document	Done
June 2007	Letter from COPSE giving permission to proceed with detailed proposal	Detailed proposal to address 4 items identified in COPSE letter
September 28, 2007	Consultation meeting with FGS	To review proposal and receive advice on enhancing proposal
October, November, December 2007	Development of Proposal <ul style="list-style-type: none"> <li>- details in FGS guidelines</li> <li>- finances</li> <li>- supplementary reg's</li> <li>- CV from all FT and PT faculty</li> </ul>	This is essential work and timeline. Requires consultation meetings as identified in Letter of Intent in addition to preparing content (consultations done with departments and faculties in 2006 need to be revisited requesting updated letters of support)
October 22, 2007	SMRC Meeting	Proposal to be presented for "agreement in principle" Done
November 1 – 16, 2007	PT Curriculum Ctee and PT Council meetings to be scheduled	Approval of proposal required at both of these committees and prior to moving to next level
November 21, 2007	Faculty of Medicine Executive Council	Need support at this level to be able to move forward at FGS and Senate

Date	Step	Comment/Detail
November 26, 2007	SMRCE Meeting	If necessary pending required changes in previous steps
November 20 – December 10, 2007	Community consultation	Physiotherapy community and prospective employers
January 3, 2008	FGS receives proposal	
*January 15 – February 4, 2008	FGS process of review, may return proposal for revisions	Next available date for FGS process is February 18 – March 5, 2008
February 20, 2008	Complete proposal revisions and submit and supply names of potential external reviewers	
March 5, 2008	FGS completes review of proposal	Fall back date only, the earlier date is preferable
July 2008	External reviewer report complete	
August 2008	Response to reviewers report and revise proposal as necessary	Submit to FGS
August 26, 2008	Beginning of 2008/09 academic year and last intake into BMR(PT) program	We need an early decision on "no intake" for 2009, this requires urgent follow up
September 10, 2008	FGS P&P review of External Report and program's response to report	
September 11 - 19	Revisions to proposal and resubmit	
October 1, 2008	FGS Executive Ctee meeting and decision to advance proposal to Senate	
October 9 – November 5, 2008	Senate Processes (Exec, Planning and Priorities, Senate)	If detailed proposal is approved, request approval for "no intake" in 2009 and closure of the BMR(PT) program as the last students of this program progress through the courses and years
December 9, 2008 – January 29, 2009	Board of Governors process	
February/March 2009	COPSE receives proposal	
May 31, 2009	COPSE approval - can take 60 days to make decision	COPSE decision may be extended due to additional time for review through the Pan Canadian process
July 2009	Letter approving implementation from VP Academic	
January 2009 – December 2009	Course development Supplementary regulations Student teaching and learning materials developed Faculty aligned with courses Identification of MPT program evaluation measures	
May – November 2009	Promotion, promotion, promotion of MPT program	

Date	Step	Comment/Détail
Spring 2010	Admission process for MPT program	Résource intensive, will need more investment of resources than we currently have for the BMR(PT) admission process
August 25, 2010	Intake of first MPT students into new program	
January – September 2011	Préparation for MPT program provisional accreditation	Must be completed prior to graduation of first cohort
Spring 2012	On site accreditation survey team?	

\* Dates from January 2008 onwards are speculative due to the decision points within and external to the University.

This program will be phased in as the BMR(PT) program is phased out. The first intake of students into the new program will occur in fall of 2010. The last intake of students into the BMR(PT) program will be the fall of 2008. There will be no intake in 2009. This phasing ensures that there will be a graduating class in each year during the transition and annually thereafter with the new program.

Reasons for no intake during 2009-10 academic year:

- In the current program each student requires 7 clinical placements with our colleagues in the community for a total of 350 clinical placement requirements in any given year; the current PT program is challenged to find sufficient commitments for the clinical experience for our students; it would be impossible to find sufficient placements for a double cohort year i.e. 2009-10; the clinical community could not accommodate the additional placement requirements;
- this would maintain a steady state of physiotherapist human resources for entry into the workforce; and
- faculty requires lead time to develop courses, arrange resources for new program.

The following chart outlines the timing, enrolment numbers and output of the proposed change from the current BMR(PT) program to the MPT program.

Academic Year	Current BMR(PT)			Proposed MPT		Potential No. of Graduates
	Year 1	Year 2	Year 3	Year 1	Year 2	
2007 - 08	49	47	50	-	-	50
2008 - 09	50	49	48 <sup>1</sup>	-	-	48
2009 - 10	No intake	50	49	-	-	49
2010 - 11	-	-	50	50	-	50
2011 - 12	-	-	-	50	50	50

*Note to Table:*

1. A Year 3 PT student in 2007/08 requested and was granted a leave of absence for health reasons. The student plans to return in 2008/09 to complete the program

## B. Human Resources

### 1. Faculty

Listing of all faculty members associated with the program including adjuncts and for this course-based program their expected association as student program advisors and course teachers are indicated.

Faculty Members	Role as Student Program Advisor	Role as Course Teacher
Dr. Burton Abbott		✓
Ruth Barclay-Goddard	✓	✓
Carrie Fruehm		✓
Moni Fricke	✓	✓
Mark Garrett	✓	✓
Elizabeth Harvey	✓	✓
Russ Horbal		✓
Dr. Dean Kriellaars	✓	✓
Roland Lavallee		✓
Dr. Ellen Lee	✓	✓
Dr. Brian MacNeil	✓	✓
Michael McMurray	✓	✓
Gisèle Pereira	✓	✓
Nancy Ryan-Arbez	✓	✓
Dr. Barbara Shay	✓	✓
Colleén Silk		✓
Ted Stevenson		✓
Jenneth Swinamer	✓	✓
Dr. Tony Szturm	✓	✓
Laurie Urban		✓
Maureen Walker	✓	✓
Dr. Leah Weinberg	✓	✓

An abbreviated CV for student program advisors is included in Appendix C.

For others involved in our program see the following list a rationale for the individual's inclusion in their respective category.

#### ***Describe the impact of program on teaching loads.***

Because this program is replacing the existing BMR(PT) program it is expected that teaching loads for tenured and tenured-tracked faculty members will consume approximately 30 - 40% of their time with the balance of their time devoted to research

and service. There will need to be some flexibility on a case by case basis for those that are involved in the MSc(Rehab) program and the Applied Health Sciences PhD program.

There are a number of masters prepared part time faculty members and full time instructors within the department whose primary role is teaching. Their teaching contribution will support the program and the full time faculty members with MSc(Rehab) and Applied Health Sciences PhD graduate student supervision and research.

## **2. Support Staff: The role or participation, if any, of clerical or technical support staff in delivery or administration of the program**

Support staff will be required to assist and support the admissions process for this new program. The Departmental Secretary currently provides support to the program's Admissions and Selections Chair. However, the workload will be much higher in the graduate program in which applications are reviewed by the department and not through the Admissions Office. Workload for the Departmental Secretary will need to be assessed and redistributed as appropriate.

Other support activities will be available as per the current undergraduate program with support currently provided for examination production, grade generation, course and instructor evaluation and classroom set up.

## **3. Other**

Members of the physiotherapy community with clinical expertise in particular diagnostic groupings of clients and/or specific therapeutic skill sets will participate in the classroom education of students. These members have many years of experience culminating in valuable knowledge and skills that will benefit the students of this professional masters program. Additional instructors will come from the medical and nursing profession to lead classroom learning in pathological conditions and psychosocial issues, among others. There will also be invited guest speakers from other fields e.g. social work, dietetics, psychology, speech-language pathology, occupational therapy, and respiratory therapy. All of the previously mentioned instructors, lecturers and guest speakers will have differing academic credentials but all will be members of good standing in their respective professions.

Students of this professional masters program will be required to complete experiential education through clinical placements in health care facilities, agencies and clinics in Manitoba and other locales across Canada. The supervising clinician will be assessing the students' knowledge and skills applicable to clinical practice. All supervising clinicians are registered physical therapists, in good standing with their professional regulatory body in their respective jurisdictions.

## C. Physical Resources

### 1. Describe the physical space for student study and administration of the program.

There has been substantial new development of lecture and laboratory space within both the Faculty of Medicine and the School of Medical Rehabilitation over the past 5 years. The School of Medical Rehabilitation entry-to-practice occupational therapy and physical therapy programs are consolidated on three floors in the Rehabilitation Building at 771 McDermot Avenue with additional space available in the Old Basic Sciences building.

Students have 24/7 card access to multiple classrooms and seminars within the Rehabilitation Building space. Students use this space to study and to work in small groups for assignments, projects and presentations. The following table outlines the space available for teaching and learning.

Room/Sq. Footage	Seating Capacity	AudioVisual Support	Lab Equipment
R209	22 Seminar	White board, screen, chalk board	
R210A	16 Seminar	White board, screen, chalk board	
R210B	16, Seminar	White board, screen, chalk board	
R 236 (1880 sq. ft.) Wireless internet is available with UMID	53	Podium with sound system, computer, data projector with remote controls, computer cable and VCR	Many labs are split and repeated due to limited # of hospital beds & other equipment
R 230 (1428 sq. ft.) Wireless internet is available with UMID	53	As above for R 236	Classroom use primarily; equipment and supplies would need to be moved in and chairs and table moved out to accommodate labs
R 224 (1512 sq. ft.) Wireless internet is available with UMID	30	OH projector and slide projector – setting is primarily for practical classes	Adjacent storage room for wheelchairs, ambulatory aids, floor mats, exercise balls
R170 (1,566.35 sq. ft.) Wireless internet is	50	Podium with sound system, data projector, computer & VCR. 3 monitors for demonstration purposes	Adequate electrotherapy equipment, musculoskeletal models, hydrotherapy units and treatment beds. This room

available with UMID		from elevated platform with hand held video camera,	functions as a practical classroom only.
R 160 (1,571.27 sq. ft.) Wireless internet is available with UMID	50	Podium with sound system, data projector, computer & VCR. 3 monitors for improved view from back of class. Blackboard also available.	Classroom use primarily; equipment and supplies would need to be moved in and chairs and table moved out to accommodate labs
R 020 Wireless internet is available with UMID	25-30	Retractable wall can divide room into 2 sections to allow for 2 concurrent labs/ tutorial groups or OSCE style examination. AV support – data camera, document viewer and internet access. Can be used for clinical education activities (e.g.: Respiratory Rehab. Program)	State of the art exercise equipment, EKG monitors, oximeters, polar heart rate monitors
R 010 / R 006 / R 052 Wireless internet is available with UMID	25	<ul style="list-style-type: none"> <li>• Tables &amp; chairs easily reconfigured to meet various needs. One way mirror between 2 rooms for observation of student interaction (interview labs etc.).</li> <li>• AV equipment minimal as not intended for full class activity</li> <li>• Uses include tutorial session, small group discussions, student independent study and OSCE style practical examinations</li> </ul>	
R 015 Wireless internet is available with UMID	50	26 computer stations (2 students per computer) State of the art podium with sound system. 2 wheelchair accessible stations	Computer access for student projects requiring literature searches. Primary function is for the MOT program as part of the assistive technology courses.
R 060 Wireless internet is available with UMID	50	State of the art podium with sound system, document camera, VCR and network capabilities. Moveable tables and chairs to allow for easy reconfiguration (small group teaching, tutorials) Shared space with Community Health Sciences	

T255	max capacity 15	Over head projector & screen conference/seminar room occasionally	
T260	max capacity 8	Seminar or small group meeting room	
T263	max capacity 8	Seminar or small group meeting room	
RR302	max capacity 20	Screen/Chalkboard Seminar or small group meeting room	
RR333	max capacity 40	Small classroom or seminar room	

We are privileged to share access to a large pool of lecture theatres and seminar rooms within the Faculties of Dentistry and Medicine through a central booking system.

Classroom	Seating Capacity	AV status
Theatre A	350 with writing surface; suitable for large class size or MCQ style exams	State of the art – built in computer with touch pad controls; sound system; document camera; internet access
Theatre B	96 + 2 W/C designated spaces	
Theatre C	96 + 2 W/C designated spaces	
Theatre D	108 <b>Poor seating; not conducive for note taking and examinations. Underutilized because of set up.</b>	Chalkboard, overhead projector
Theatre E	74 – moveable chairs & tables that can allow for reconfiguration of room for tutorial groups	State of the art – built in computer with touch pad controls; sound system; document camera
Theatre F	88	Blackboard; sound system; hook up for computer projection. Laptop has to be booked and set up for individual lecturers.
S 211	40	Marginal; overhead and slide projector
S 210 & S 212	15 each	Marginal; overhead and slide projector
Seminar rooms – 2 <sup>nd</sup> floor Basic Medical Sciences	6 large seminar rooms that can accommodate 16 students each. These rooms can be divided into 2 smaller rooms to accommodate 8- 10 students per room.	Basic equipment available.
Gross Anatomy lab – can accommodate 200 students; however limited nos. of cadavers and lab instructors still necessitates that the classes in the professional entry-level SMR programs be split for the Anatomy labs. This requires repeat instruction from the lab demonstrators.		



The Department of Physical Therapy will also have access to the newly developed Clinical Learning and Simulation Facility. This 8,000 sq. ft. state of the art facility will provide opportunities for the Physical Therapy program to execute its clinical examinations, interview labs and selection interview process among other program and curricular activities in a facility designed to simulate the clinical environment.

***Resource Implication statement from Director of Student Records – See E.1 attached.***

- I. Students
- II. Administrative

It is anticipated that the resource implication on Student Records will be similar to the resource implication created by the change from the BMR(OT) program to the MOT program.

## **2. Equipment**

I. Teaching (instructional equipment – audiovisual, computers, therapeutic)  
The proposed MPT program will replace the existing BMR(PT) program. The current teaching resources will be available for the MPT as it was for the BMR(PT) program. The current audiovisual, computer and therapeutic equipment works very well for the teaching of physical therapy theory and skills. Please see the previous section on **Physical Space** starting on page 24 for a detailed listing of audiovisual equipment available in the classrooms. In addition, all full time and many part time faculty have Pentium computer work stations connected to a central server for internet and other electronic resources. Faculty also has access to portable laptops. These resources are available for course and instructional planning and development. Therapeutic equipment is readily available for teaching of contemporary skills. Reviews of equipment needs are conducted annually and purchases made to complement and/or replace existing therapeutic equipment in keeping with relevant changes in practice.

- II. Research (major research equipment accessible to graduate students in the program, plans to retire/upgrade equipment or obtain new equipment over next 5 years)

Students will participate in research or evaluation projects based on proposed, current and/or ongoing activities of faculty members. Students will have access to faculty members' laboratory space as appropriate to their projects. Research specific equipment is upgraded and/or replaced appropriately based on utilization and necessity to research through grants and indirect costs of research funding.

***Resource Implication statement from Director of Information Services Technology – See E.2, attached***

### 3. Computer

All full time and many part time faculty have Pentium computer work stations connected to a central server for internet and other electronic resource information. Computer workstations are upgraded every five years.

The Rehabilitation Building at the Bannatyne Campus also has wireless internet capability.

### 4. Library

#### *a) Description of existing resources available for use in the program.*

The Neil John Maclean Health Sciences Library (NJMHSL) supports the teaching, research and patient care requirements of the staff and students of the Faculties of Dentistry and Medicine and the Schools of Dental Hygiene and Medical Rehabilitation. The NJMHS Library will also serve the faculty of Pharmacy which will move to the Bannatyne campus (home of the University of Manitoba's medical and allied health faculties) in 2008. It serves the Health Sciences Centre (HSC), St. Boniface General Hospital (SBGH), Grace Hospital (GH), Seven Oaks General Hospital (SOGH), Deer Lodge Centre (DLC), Misericordia Health Centre (MHC), Concordia Hospital (CH), Victoria General Hospital (VGH), and the Winnipeg Regional Health Authority (WRHA) by supporting the teaching, research and patient care activities of the staff and students from these institutions. Through its outreach services, it is the primary resource for faculty and students located at other teaching sites both in Winnipeg and rural Manitoba. Overall the library resources and services are excellent.

The Library offers a range of access services, including circulation, document delivery, reference and technical services. The Library acts as an important component of professional and student education, and two Learning Resource Centres for multimedia computer applications is an integral part of the Library. The Library has a collection of over 210,579 volumes comprised of print, audiovisual and computer-based media, receives over 1089 print serial titles and over 3200 titles available electronically. The Library serves a primary clientele of over 4,000 health care professionals. The NJMHS Library is staffed by 9 librarians, 24 full-time support staff and 2.0 FTE part-time support staff. The hospital libraries are staffed by 7.5 librarians and 12 FTE part-time support staff.

The current program underwent accreditation from the Accreditation Council for Canadian Physiotherapy Academic Programs in 2002. Part of the accreditation process examines the learning resources available to the program. At that time the accreditation report from the on-site reviewers indicated that: "Library resources are excellent." In other words the library resources were deemed appropriate in the support of the physical therapy program.

#### ***Availability and currency of computer work stations for faculty, staff and students—***

The NJMHSL has two computer classrooms, with fifteen workstations each, located on site. As well, there are approximately 41 public access computers in the library with Pentium processors. The computer lab spaces are unavailable for individual users when they are booked for teaching and exams. All full time and many part time faculty have Pentium computer work stations connected to a central server for internet and other electronic

resource information. The NJMHSL is opened a total of 100 hours a week during term, September to May. In the summer of 1998, hours of opening were increased to include both Saturday and Sunday. Additional funding was also obtained to increase hours of opening during the Christmas break. The NJMHSL was open 9 days out of the 12 day Christmas break.

All faculty, staff and students have access to the Libraries databases on and off campus. The Libraries have developed a proxy server that enables clients to log-in from home or office and access BISON, the Libraries online catalogue and NETDOC (Networked Databases on Campus). NETDOC has 197 databases and full text material including electronic journals, Harrison's Principles of Internal Medicine, MD-Consult, UpToDate, and STAT-Ref, a database that includes approximately 31 full-text medical textbooks. The School of Medical Rehabilitation is viewed as an integral part of the Faculty of Medicine and as such has had a librarian designated as the bibliographer for Medical Rehabilitation. The librarian performs all the collection assessments for new/revised courses and purchases books and other learning resources for the collection. The Medical Rehabilitation Librarian also teaches students information literacy and retrieval skills as a part of their course requirements.

All the study carrels in the NJMHSL are wired for computer access and the library also provides wireless access to the University's network backbone.

#### ***Resource Implication statement from Director of Libraries – pending***

The statement from the Libraries is under development. It will be based in part on the recently completed assessment for the external review of the MSc(Rehab) program. This statement is expected within the next several weeks.

## **D. Financial Resources**

### **1. Delivery Costs**

At this time it is anticipated that the proposed MPT program which will replace the existing BMR(PT) program can be delivered at the same cost as the BMR (PT) program. Downward adjustments to the use and employment of casual and hourly lecturers will be made to accommodate an anticipated increase in the use of simulated clients and model patients. These changes are anticipated to balance each other out leaving the delivery costs in a steady state. There is no anticipated increased cost impact from human resources, physical resources and research.

The program does support the recommendation from the external reviewers of the program that:

*"...the present full-time complement\* of Tenure Track faculty be increased by at least one, preferably two PhD-trained faculty members to ensure the health and future development of the research programs in the (Department)\*. These additions will also ensure the continuing growth and sustainability of the (Master of Physical Therapy)\* degree.*

\* Text was changed from the original to reflect accuracy of current terminology.

## 2. Student Support

The current BMR(PT) undergraduate program has a number of awards (bursaries, scholarships, prizes) available for students. The terms of reference for these awards will be modified to be applicable to the students of the proposed graduate program. In specific cases where the sponsor is currently involved in the award, the sponsor of the award will be approached to be involved in the change to the terms of reference. Student recruitment will be actively pursued through information on the SMR website and participation in career fairs e.g. Rotary Career Fair, Brandon Career Fair and the SMR Open House.

## 3. Identification of new financial resources – none anticipated at this time

## 4. Balance Sheet

We anticipate no capital start-up needs and no increase of FTE for the implementation of the MPT program. Because this proposal requires no intake in the 2009 – 2010 academic year there is lost tuition from 50 prospective students in that one year. We require the "no intake" in that year because the clinical community could not manage a double cohort of students in clinical placements. The double cohort of BMR(PT) and MPT would occur in spring of 2010 with Years 1, 2 and 3 of the BMR students (150) and Year 1 of the MPT students (50) in the clinical community at the same time. We currently seek 350 placements for students in the BMR(PT) program. Seeking an additional 100 placements (each student has two six-week placements) is not achievable in the current Manitoban physiotherapy community.

Funds used by the Bachelor of Medical Rehabilitation (Physical Therapy) program will be used for this proposed graduate entry-level program. The 2007-08 budget figures are used. Adjustments will need to be made for 2010 - 11 dollars.

Projected Program Costs:	Salary	\$1,433,184
	Operating	\$ 191,731
	Capital	\$ 0
	<b>Total cost</b>	<b>\$1,624,915</b>
Projected Program Revenue:	Tuition	\$1,557,245
	Other	\$ 67,670
	<b>Total revenue</b>	<b>\$1,624,915</b>

The total maximum tuition available to the Physical Therapy undergraduate program, assuming 50 students in each year of the program, is \$778,622.50.

The following table shows the projected tuition from the current BMR(PT) program through implementation of the MPT program to a "steady-state" assuming no change in tuition fees and all figures are in 2007/08 dollars. Each cell for the BMR(PT) program indicates the number of students then the tuition for academic courses plus the tuition for the clinical placement. The product of the student numbers and the students' tuition results in the total tuition generated by that cohort. Total annual tuition is aggregated across cohorts and is noted in the last column on the right.

For purposes of demonstrating the impact of implementation of this new program through to a "steady-state", 3 scenarios are presented. In the first scenario, the total BMR(PT) program tuition fee of \$15, 572.45 was used as the basis for the tuition fee for the MPT program with

half of the fees (\$7786.23) applied in the first year and the other applied in the second year. In this scenario the maximum loss of \$258,332.70 from no intake in 2009 is difficult to make up over a five year period. In the second scenario, a program fee of \$16,100 is used to demonstrate the initial loss of tuition could be amortized over 9.3 years in constant 2007/08 dollars. The third scenario shows that the amortization period assuming for the maximum loss of tuition could be reduced to 6 years with a program tuition fee of \$17,000.

Academic Year	Current BMR(PT) Tuition			Proposed MPT Tuition		Total Annual Tuition
	Year 1	Year 2	Year 3	Year 1	Year 2	
2007 - 08	49 x (\$4355.20 + \$707.30) = \$248,062.50	47 x (\$4293.75 + \$1008.50) = \$249,205.75	50 x (\$4400.00 + \$807.70) = \$260,385.00	0 \$0	0 \$0	\$757,653.25
2008 - 09	50 x (\$4355.20 + \$707.30) = \$253,125.00	49 x (\$4293.75 + \$1008.50) = \$259,810.25	48 x (\$4400.00 + \$807.70) = \$249,969.60	0 \$0	0 \$0	\$762,904.85
2009 - 10	0 \$0	50 x (\$4293.75 + \$1008.50) = \$265,112.50	49 x (\$4400.00 + \$807.70) = \$255,177.30	0 \$0	0 \$0	\$520,289.80  (maximum loss of \$258,332.70)
2010 - 11 (scenario 1: no change in tuition between programs)	0 \$0	0 \$0	50 x (\$4400.00 + \$807.70) = \$260,385.00	50 x \$7786.23 = \$389,311.25	0 \$0	\$649,696.25  (maximum loss of \$128,926.25)
2010 - 11 (scenario 2: MPT program tuition fee is \$16,100)	0 \$0	0 \$0	50 x (\$4400.00 + \$807.70) = \$260,385.00	50 x \$8050 = \$402,500	0 \$0	\$662,885.00  (maximum loss of \$115,737.50)
2011 - 2012 (scenario 2: MPT program tuition fee is \$16,100)	0 \$0	0 \$0	0 \$0	50 x \$8050 = \$402,500	50 x \$8050 = \$402,500	\$805,000 (gain of \$26,377.50)  Steady state in 9.3 years
2010 - 11 (scenario 3: MPT program tuition fee is \$17,000)	0 \$0	0 \$0	50 x (\$4400.00 + \$807.70) = \$260,385.00	50 x \$8500 = \$425,000	0 \$0	\$685,385.00  (maximum loss of \$93,237.50)

2011 – 2012 (scenario 3: MPT program tuition fee is \$17,000)	0 \$0	0 \$0	0 \$0	50 x \$8500 = \$425,000	50 x \$8500 = \$425,000	\$850,000 (gain of \$71,377.50) Steady state in 5.9 years
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**E. Supporting Documents – see attached**

1. Resource Implication statement from Director of Student Records
2. Resource Implication statement from Director of Information Services Technology

Available on-line

[www.umanitoba.ca/admin/governance/senate](http://www.umanitoba.ca/admin/governance/senate)

**Report of the Senate Planning and Priorities Committee on the proposal to introduce a Masters of Physical Therapy Program in the School of Medical Rehabilitation**

**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Programs and Planning Committee of the Faculty of Graduate Studies (FGS) has the responsibility of reviewing new graduate programs and makes recommendations to FGS Council.
3. The FGS recommends that Senate approve a new Masters of Physical Therapy Program in the School of Medical Rehabilitation.

**Observations:**

1. The committee noted that in this proposal the School of Medical Rehabilitation is proposing to phase out the current Bachelor of Medical Rehabilitation (Physical Therapy) (BMR-PT) degree and replace it with a new professional "Entry Level" Master of Physical Therapy (MPT). The rationale put forward for this change is to better prepare physiotherapists for professional practice and to make professional education programming at the University of Manitoba more consistent with the evolving national professional standards for entry level practice in physiotherapy.
2. The committee noted that the School of Medical Rehabilitation has indicated there would be no need for new academic or administrative staffing resources. These resources would be drawn from the staffing resources currently in place for the BMR(PT) program which will be phased out. The School also indicated that there would be no need for new capital resources for equipment or space. However, the School has indicated that delivery of the new program would require a minimum tuition level of \$8000/year on the assumption of 50 students a year. This tuition level is lower than for similar programs at other Canadian institutions.
3. The monetary impact of having no intake into the program for one year was noted. It is likely that students entering the program will be from University of Manitoba, thus they will pay tuition to another faculty prior to being admitted to the Master's program so there would be no significant revenue loss to the University during the transition year.
4. The importance of having an accredited Masters program was stressed. The School is confident that the program can be delivered within the current resources; the external review committee concurred. This program could grow the departments, and increase their research capabilities. The current baseline funding is \$1.6 million for graduating 50 students/year plus infrastructure etc from the Director's office.

5. The School indicated that their recent accreditation review assessed the library resources available through the Neil John Maclean Health Sciences Library as an excellent resource in the support of the physical therapy program.

**Recommendations:**

The SPPC recommends that:

**Senate approve and recommend to the Board of Governors that it approve the introduction of a Masters of Physical Therapy Program in the School of Medical Rehabilitation. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until satisfied that there is sufficient space and existing funding to support the ongoing operation of the program.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee



**Proposal for a Bachelor of Science in Dental Hygiene  
Degree Completion Program**



**FACULTY OF  
DENTISTRY**

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**SCHOOL OF  
DENTAL HYGIENE**

*Traditions of Excellence, Horizons of Change*

**Prepared for the Council on Post-Secondary Education  
October 2008**

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

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## Introduction/History

The University of Manitoba, School of Dental Hygiene has a long-standing history in its attempts to establish baccalaureate-level education for dental hygienists. The School of Dental Hygiene first developed *A Curriculum Proposal for the Degree: Bachelor of Dental Hygiene* in 1976. In the proposal, the School documented support for baccalaureate dental hygiene education by the Federal Government Ad Hoc Committee on Dental Auxiliaries as early as 1970. Support for baccalaureate education by the Canadian Dental Hygienists' Association dates back to the late 1960s. The Association strongly supported the potential establishment of a degree program at the University of Manitoba in 1976.<sup>1</sup>

The School again submitted a proposal for a Bachelor in Dental Hygiene degree-completion program during the academic year 1990 - 1991. In a letter dated March 7, 1991 T. P. Hogan, associate vice president notified R. Jordan, Dean, Faculty of Dentistry that the Universities Grants Commission had approved the Bachelor of Dental Hygiene Degree Program. Funding, however, was not included in the approval; thus, the program was never launched.<sup>2</sup>

The Commission on Dental Accreditation of Canada (and its predecessor, the Canadian Dental Association Council on Education and Accreditation) has repeatedly supported the creation of a baccalaureate program in dental hygiene at the University of Manitoba. In 1986, the Commission recommended that the School continue to pursue the implementation of a baccalaureate program.<sup>3</sup> In 1993, it recommended that the School resubmit the request for financial support for the degree-completion program.<sup>4</sup> At its February 2001 site visit, the Commission again supported in its report, efforts to establish a baccalaureate program.<sup>5</sup>

In June of 2002, the University of Manitoba Senate and Board of Governors approved the replacement of the diploma program with a bachelor of science in dental hygiene degree program. The current proposal presented here for a degree completion program was originally housed within that larger proposal and approved along with it. However, upon submission to COPSE the proposal as a whole was not approved. Several re-submissions followed taking on several forms. This current proposal is strictly for a degree completion program not requiring any financial support from COPSE.

The School of Dental Hygiene proposes to establish a Bachelor of Science in Dental Hygiene degree completion program. At present, despite heavy academic workloads of faculty members, the School of Dental Hygiene has established a significant record of community service and excellence in teaching. The School is developing the research capabilities and scholarly activities of its faculty members. The implementation of a baccalaureate degree program will enhance the overall development of the School. Enhanced development will

include increased research efforts by faculty and an increase in their ability to develop their own areas of expertise, as well as fostering the development of interdisciplinary linkages within the university and the community at large.

## **Rationale**

The School of Dental Hygiene at the University of Manitoba has offered a Diploma in Dental Hygiene since 1963 that has provided sound educational preparation for the clinical practice of dental hygiene. The intent is to continue that practice in order to address current market needs for dental hygienists.

Several changes have occurred over the last few years, the most significant being that the profession of dental hygiene in Manitoba has become self-regulated. The Transitional Council of *The College of Dental Hygienists of Manitoba* licensed all dental hygienists for the first time in January of 2008. The regulations have now been completed and the *Dental Hygienists Act* was proclaimed April 15<sup>th</sup> 2008. There are new expectations of dental hygienists to address some of the critical community health needs in institutionalized settings as the new regulations enable dental hygienists to work without supervision in any health care agency designated by the Minister of Health. Despite the fact that the University of Manitoba's Dental Hygiene program has an extensive community health component, community health agencies typically look for degree prepared primary health care providers.

Additionally, the increasing demand for dental hygiene graduates in the labour force, has placed pressure on educational institutions to increase their class sizes and for new programs to be developed. That, along with the impending retirement of the baby boom population, has created a demand for more dental hygiene educators in both Canada and the United States who have credentials beyond the diploma.

Another major change has been the growing body of knowledge linking oral diseases such as periodontal disease, with major systemic diseases such as diabetes, cardiovascular disease, stroke, adverse pregnancy outcomes and aspiration pneumonia. Vulnerable population groups at highest risk for these adverse outcomes are primarily those who reside in chronic care facilities and personal care homes. These are the target populations that dental hygienists will now be able to reach through the newly expanded legislation.

Additionally, Health Canada has launched a new Interprofessional Education Collaborative Practice initiative which has been operational at the University of Manitoba for the past two years with key players from the Schools of Dental Hygiene and Medical Rehabilitation as well as the Faculties of Dentistry, Medicine, Nursing, and Pharmacy. As an extension of this interprofessional education initiative, the Faculty of Dentistry/School of Dental Hygiene has launched a new "Centre for Oral-Systemic Health" that is totally interdisciplinary

in nature, involving all of the previously mentioned disciplines as well as others. This centre will address the needs associated with the proposed oral-systemic links and will be research and education based, offering graduate educational opportunities at both the Masters and PhD levels for these multiple disciplines, enabling them to work together in interdisciplinary teams. Dental hygienists are front line in this project as they are key players in oral health promotion, disease prevention and the delivery of therapeutic periodontal care.

It is anticipated that dental hygienists will be able to access these graduate programs. However, opportunities for degree completion in the province of Manitoba for those dental hygienists who desire it, are virtually non-existent whereas all of the other undergraduate university based dental hygiene programs across Canada have active degree completion programs in place for licensed dental hygienists. Dental hygienists in the province of Manitoba who wish to pursue graduate studies are currently road-blocked without the opportunity to complete a baccalaureate degree required for entry into any graduate program.

The current dental hygiene diploma program comprised of 101 credit hours (99 from 1993 – 2006) already surpasses the credit hour requirements for a three-year degree (90 cr.hrs) offered by the University of Manitoba and subsequently this proposal requires only 21 additional credit hours of coursework for the most recent graduates to complete the equivalent of a 4 year degree or 120 credit hours. This program will give preference to those dental hygienists who have clinical practice experience and who have career goals to pursue community employment, research or academic employment.

This proposal does not require financial support as requirements for the program such as an additional support staff member and expanded office space have already been provided by the Faculty of Dentistry. The only remaining program requirement is the addition of one additional full-time faculty member, however it is the intent of the Faculty of Dentistry/School of Dental Hygiene to meet this need through offering the program on a cost-recovery basis and as such will not require COPSE funding. Please refer to Appendix A for the budget submission.

Now is prime time to make this degree completion program available for a select number of dental hygienists who will be key players in interdisciplinary care for the underserved and vulnerable populations of Manitoba. Approval of this degree will enable the collection of important research data to document the impact of dental hygienists working in alternate practice settings. Lastly, it will serve to remove the existing barriers for dental hygienists to pursue important careers in research and education. We ask that you provide us with the opportunity to advance not only the education of dental hygienists but to improve the oral and general health of Manitobans.

## **Section I: Program Description**

### **Mission and Goals**

#### **University of Manitoba Mission**

The mission of the University of Manitoba is to create, preserve, and communicate knowledge and, thereby, contribute to the cultural, social, and economic well being of the people of Manitoba, Canada, and the world.

The proposed program supports the mission of the University by enhancing opportunities for student success and the personal and professional growth of its graduates in their chosen career. The program will contribute to the distinctive role of the University by offering the only baccalaureate in dental hygiene in the province and one of four in Canada.

#### **Faculty of Dentistry Mission**

The mission of the Faculty of Dentistry is to educate dental, dental hygiene, and graduate students in a progressive learning environment, conduct research in oral health, and serve oral health professions and the community as a source of knowledge and expertise.

Dental hygiene is a health service profession concerned primarily with the prevention of oral disease and the promotion of optimum oral health. Possession of the baccalaureate degree will enable students to meet more effectively the demands of contemporary dental hygiene practice. It will also prepare the students for roles in teaching, administration, research and industry. Additionally, the possession of a baccalaureate degree will enable access to graduate education for those who desire it.

As a licensed health profession, provincial legislation regulates the dental hygienist's scope of practice. Current practice settings across the country include private dental offices, community health centers, institutions such as hospitals and long-term care facilities, higher educational institutions, the military, research centers, and private industry. The proposed program will build on the current diploma program in dental hygiene.

#### **School of Dental Hygiene Mission**

In a dynamic Environment of excellence and progressive learning, the University of Manitoba, School of Dental Hygiene prepares futures dental hygienists to

enhance the health and well being of the public through oral health promotion, disease prevention and therapeutic means; and promotes opportunities for dental hygienists to professionally evolve.

### **School of Dental Hygiene Goals**

The educational environment within the program will

- Provide a progressive program built on a strong theoretical base in the humanities, psychological sciences, basic sciences, and dental hygiene sciences
- Reflect sound principles of higher education and the needs of adult learners through the provision of an authentic learning environment
- Utilize state-of-the-art educational systems that foster student learning.

The program will develop future dental hygienists who

- Provide comprehensive dental hygiene care in the form of health promotion, disease prevention, and therapeutic interventions applying the principles of ethical behavior and professionalism
- Develop life-long skills in critical thinking and problem solving
- Are committed to being an advocate of oral health and well being for the public
- Are able and willing to provide care in a culturally sensitive and competent manner to those with special oral health needs or in diverse or vulnerable populations
- Collaborate with other health professionals in a variety of health care settings
- Support the advancement of the profession
- Pursue lifelong learning through professional development and advanced degrees.

The service obligations of the program will

- Ensure accessibility to oral disease prevention and oral health promotion for all people
- Establish community partnerships with underserved populations to facilitate oral disease prevention and oral health promotion
- Educate the corporate citizen to the role of the dental hygienist in health promotion and disease prevention
- Promote partnerships within the health care community
- Encourage inter- and intra-faculty and University collaborations.

The scholarly obligations of the program will

- Encourage faculty to develop and pursue cutting-edge educational methodology
- Contribute to the dental hygiene body of knowledge required for evidence-based practice
- Promote the mentorship of students in dental hygiene research.

## **Admissions Policies**

### **Summary of Admissions Requirements for Degree Completion Applicants**

The program will be available to dental hygiene diploma graduates of the University of Manitoba or other accredited dental hygiene educational institutions wishing to complete requirements for the baccalaureate degree on a full-time or part-time basis. Transfer of credit for courses completed at other institutions will be possible through appropriate University procedures. The School will evaluate credits from other institutions on an individual basis.

Admission to the degree completion program requires of students that:

- They must possess a Diploma in Dental Hygiene from either a university or community college program accredited by either the Commission on Dental Accreditation of Canada or the American Dental Association's Commission on Dental Accreditation.
- They must possess the National Dental Hygiene Certification Board (NDHCB) Certificate
- They must hold current licensure to practice dental hygiene in Canada and be eligible for licensure in Manitoba.
- They must be interested in the pursuit of a career in education, research or community health
- In the event of a surplus of qualified applicants, GPA's, interviews, letters of reference and/or other selection strategies to be determined by a BSc DH degree completion Committee on Selection, will be employed to select the class.

## **Curriculum Overview**

### **Degree Completion Program**

Accredited dental hygiene programs in Canada and the U.S. have been traditionally offered as either stand-alone two year programs with direct entry from high school, or as two-year programs requiring a pre-professional year of studies prior to admission into the professional program. In order to provide access to a broad range of potential degree completion students, two options have been developed.

**Option A.** This option is for those graduates of accredited dental hygiene programs who have completed a pre-professional year prior to entry into their dental hygiene program.

- Dental hygienists from the University of Manitoba who graduated between 1993 and 2007 must complete 21 credit hours
- Dental hygienists from the University of Manitoba who graduated after 2007 must complete 19 credit hours



- Graduates of other (non-University of Manitoba) dental hygiene programs who completed a pre-professional year prior to entry into their dental hygiene program, may be granted up to 15 credit hours from the pre-professional year and 75 credit hours from the 2-year dental hygiene program towards their degree. These graduates will be required to complete 30 hours of University of Manitoba credits in order to complete the degree and satisfy the residency requirement.

**Option B.** Dental hygienists who are graduates of accredited two year programs without the pre-professional year, must complete the 21 credit hours as described below plus 24 credit hours of free-choice electives. This requirement applies to graduates from the University of Manitoba (prior to 1993) as well as other accredited two-year dental hygiene programs in North America with no pre-professional year. As in Option A, the residency requirement of 30 credit hours for those non-University of Manitoba graduates will be upheld.

#### **University of Manitoba Graduates**

Students with diplomas in dental hygiene from the University of Manitoba will complete 19 credit hours if they graduated after 2007 and 21 credit hours if they graduated between 1993 and 2007. Dental hygienists who graduated from the University before 1993 will complete 24 credit hours of electives in addition to 21 dental hygiene baccalaureate credit hours (total 45).

<b>Dental Hygienist Designation (U of M)</b>	<b>Pre-Profess-ional Year</b>	<b>Total Dental Hygiene Program Credit Hours Granted</b>	<b>Option</b>	<b>Credit Hours for BScDH Completion</b>	<b>Total BScDH Credit Hours</b>
After 2007	Yes	1 + 2 years (30 + 71 = 101 Credit Hours)	<b>Option A</b>	(19 Credit Hours)	120 credits hours
Between 1993 and 2007	Yes	1 + 2 Years (30 + 69 = 99 Credit Hours)	<b>Option A</b>	(21 credit hours)	120 credit hours
Before 1993	No	2 Years 75 Credit Hours	<b>Option B</b>	(45 credit hours)	120 credit hours

## **Graduates of Other Accredited North American Dental Hygiene Programs**

### ***\* Residency Requirement***

<b>Pre – Professional Year of study required prior to entry into the DH Program</b>	<b>Total Dental Hygiene Program Credit Hours Transferable</b>	<b>Option</b>	<b>Credit Hours for BScDH Completion</b>	<b>Total BScDH Credit Hours</b>
Yes	Pre-Prof. Year (Maximum Transfer Cr = 15 credit hours) + 2 years DH (75 Credit Hours) = 90 Cr. Hrs.	<b>Option A</b>	*(30 credit hours)	120 credits hours
No	2 Years 75 Credit Hours	<b>Option B</b>	*(45 credit hours)	120 credit hours

## **Degree Completion Curriculum**

### **Prerequisite courses**

#### **Mandatory (6)**

STAT 1000 Basic Statistical Analysis (3)  
REHB 2450 Research Methods (or equivalent) (3)

#### **Electives (up to 21 Cr. Hrs)**

HYGN 4500 Advanced Oral Pathology (UBC) (3)  
HYGN 4510 Microbiology & Immunology (3)  
HYGN 4470 Assessment & Treatment Planning for Advanced Periodontal Disease (3)  
NURS 1260 Human Growth & Development (3)  
PHIL 1290 Critical Thinking (3)  
SOC 2490 Sociology of Health & Illness (3)  
SOC 3540 Sociology of Health Care Systems (3)  
HNSC 1210 Nutrition for Health & Changing Lifestyles (3)  
PHIL 2740 Ethics & Biomedicine (3)  
XXX.3XX Other free choice Electives (3-9)

### **Dental Hygiene Core (Minimum 12)**

#### **Mandatory Courses (2)**

HYGN 2380 Pain Management (2)

#### **Elective Courses**

HYGN 4520 Advanced Independent Study (3)  
HYGN 4550 Advanced Independent Study II (3)

HYGN 4530 Teaching Practicum (3)  
HYGN 4540 Advanced Teaching Practicum (3)  
HYGN 4450 Community Health Practicum (2)  
HYGN 4480 Professional Practice Management & Leadership (2)

### **General Calendar Additions**

- **Writing Skills** - Once in the program, students who do not exhibit ability to communicate in writing may be required to seek remediation in writing skills.
- **Transfer of Credit** - The School may consider University credits earned **outside** of dental hygiene diploma programs or earned as part of an **incomplete** degree for transfer credit. If a student earned credit for a required course in the baccalaureate program as part of a diploma in dental hygiene or as part of another degree, an alternative course must be submitted for consideration.
- **Residence Requirements** - Baccalaureate Degree-Completion Program students are required to complete at least 30 credit hours of University of Manitoba courses of the total 120 credits for the degree, with the minimum grade of "C" in each course.

### **Course Descriptions - Degree Completion Program**

**Please Note:** All of the following courses are either existing courses or courses that were previously approved by the University Senate and Board of Governors in 2002 as part of the original baccalaureate proposal and were assigned course numbers and thus still exist within the system. Therefore, no drop/add forms have been submitted as part of this new proposal.

### **Required Courses**

**STAT 1000 Basic Statistical Analysis I (3)** An introduction to the basic principles of statistics and procedures used for data analysis. Topics to be covered include: gathering data, displaying and summarizing data, examining relationships between variables, sampling distributions, estimation and significance tests, inference for means.

***May substitute with an equivalent course.***

**REHB 2450 Research Methodology (3)** A theory and practical course designed to provide a basic understanding of research principles and their application in Medical Rehabilitation. Lecture/45 Hrs

***May substitute with an equivalent course.***

**HYGN 2380 Pain Management (2) (Prerequisite: Pharmacology HYGN 2280)**

This course is designed to enhance the dental hygiene student's knowledge of the mechanisms of pain control through the administration of topical and local anesthetic agents. The course emphasizes the pharmacology of dental anesthetic agents and their interaction with the clients' current conditions and medications First Term, Lecture 20/Lab12/32 Hrs

**Dental Hygiene Core Courses (Minimum 12 Hrs required from this list)**

**HYGN 4520 Advanced Independent Study (3)** This course will enable the degree-completion student to explore issues or areas of interest in dental hygiene with the mentorship of a dental hygiene faculty member. Dependent upon the extent of the project, students may enroll in either three or six hours of study. Both terms, 45 Hrs

**HYGN 4550 Advanced Independent Study II (3)** This course is a continuation of HYGN 4520 (Advanced Independent Study) and provides the opportunity for the student to pursue a more complex project which cannot be completed within the first course. Students will have selected their project topic in HYGN 4520 and will continue their exploration and write-up of this topic with the guidance of a dental hygiene faculty mentor. Both Terms, 45 Hrs

**HYGN 4530 Teaching Practicum (3)** This course provides students with a seminar course in clinical teaching methodologies and the opportunity to practice teach within an undergraduate dental hygiene program under the supervision and mentorship of dental hygiene faculty members. Both terms, Seminars 15-30/Lab/Clinic 90-180 Hrs

**HYGN 4540 Advanced Teaching Practicum (3)** This course is a continuation of HYGN 4530 (Teaching Practicum) and provides the opportunity to extend the practice teaching experience into a second term, thus strengthening the individual's skills as a dental hygiene educator. This experience will occur under the supervision and mentorship of dental hygiene faculty members. Both Terms, Seminars 15-30/Lab/Clinic 90-180 Hrs.

**HYGN 4450 Community Health Practicum (2)** This course is a practicum focusing on the *implementation* and *evaluation* of the health promotion program planning process in the field. Students will host an oral health awareness raising event for the public, provide community-based oral health promotion at selected sites, and develop a small-scale oral health promotion program for a teen or adult population. Both Terms, Fieldwork/90 Hrs

**HYGN 4480 Professional Practice Management & Leadership (2)** This course is designed to provide the student with the necessary knowledge and

skills to facilitate a smooth transition to the work environment. Workplace dynamics, time management, insurance codes, team building strategies, and leadership will be the focus of this course. Oral healthcare management in a variety of organizations such as private dental practices, community health agencies, research, and industry will be discussed. Both Terms, Lecture/30 Hrs

## **Potential Elective Courses**

**HYGN 4500 Advanced Oral Pathology (3)** A Web-based CD-ROM distance education course designed to present the clinical and pathobiologic aspects of diseases that affect oral and maxillofacial tissues or present with significant oral manifestations of systemic diseases. This course is presented in conjunction with the University of Manitoba and the University of British Columbia. Term TBA, 45 on-line Hrs

**HYGN 4510 Microbiology and Immunology (3)** This Web CT course is offered in conjunction with the University of British Columbia. Microbiological and immunological concepts that are the scientific basis for understanding human response in health and disease will be explored. This course builds on knowledge acquired from dental hygiene entry-to-practice level education and dental hygiene practice. Term TBA, 45 on-line Hrs

**HYGN 4470 Assessment & Treatment Planning for Advanced Periodontal Diseases (3)** (*Prerequisites: Periodontology I & II, Clinical Dental Hygiene I & II*) This Web CT Course is offered in collaboration with the University of British Columbia (UBC) and is designed to build on knowledge acquired in Periodontics I and II. This course will facilitate integration of expanded theoretical knowledge into the provision of oral health services utilizing an evidence-based, case-based approach. Lecture/45 total Hrs

**NURS 1260 Human Growth & Development (3)** Study of the normal growth and development across the lifespan, with consideration of current physiological and psychological knowledge.

**PHIL 1290 Critical Thinking (3)** A course that helps students to think clearly and critically, and to present, defend, and evaluate arguments. The instructor will discuss good and bad reasoning, everyday fallacies, some specific argument forms such as the categorical syllogism, and ways and means of defining words. Students may not hold credit for both 015.129 and 015.132.

**SOC 2490 Sociology of Health & Illness (3)** A general introduction to health sociology. The course examines health and illness as social concepts by exploring the personal and structural determinants of health status and everyday health care practices in which people engage to maintain their health and to manage illness. Prerequisite: [a grade of "C" or better in SOC 1200 (077.120) or

SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)].

**SOC 3540 Sociology of Health Care Systems (3) (Prerequisite: 077.249 Sociology of Health & Illness is recommended)** An analysis of the social organization of formal and informal health care, including topics such as professionalism and health care, the nature of therapeutic relationships, institutional vs. community-based care, social reform and health care policy, medicine and the state, and emerging patterns of health care. Prerequisite: [a grade of "C" or better in SOC 1200 (077.120) or SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)]. SOC 2490 (077.249) is recommended.

**HNSC 1210 Nutrition for Health & Changing Lifestyles (3)** This course addresses the relationship between nutrition and health. The focus is on healthy eating and on strategies for modifying food patterns within the context of lifestyle and culture. Not to be held with 030.117 or 030.323.

**PHIL 2740 Ethics & Biomedicine (Prerequisite: 30 hours of University credit)** An examination of some important ethical issues arising out of recent developments in biology and medicine. Examples of topics to be covered include the allocation of scarce medical resources, genetic engineering, euthanasia vs. the prolongation of life; abortion and infanticide; and experimentation on human subjects. Students may not hold credit for PHIL 2740 (015.274) and any of: PHIL 2290 (015.229) or PHIL 2531 (015.253). Prerequisite: successful completion of 30 hours of university credit. \*Course not regularly offered.

## **Section II: Market Need and Market Demand for the Program**

In response to an anecdotally growing need for dental hygienists nationally, several new privatized educational programs at the diploma level have been established in Ontario, B.C. and the maritimes increasing the number of accredited programs from 29 to 36 over the past 8 years with at least 16 others awaiting accreditation. This growth has in turn created a need for qualified dental hygiene educators both immediately and for the future. In a recent study by Mitchell and Lavigne, a significant shortage of qualified faculty in dental education institutions in Canada was identified with anticipation that the need will reach a crisis within the next five years<sup>6</sup> One of the primary goals of the proposed baccalaureate program is to develop future dental hygiene educators. The University of Manitoba can serve as an incubator for dental hygiene educators throughout Canada.

Currently, there is high demand for dental hygienists in Manitoba, particularly in rural areas of the province. With the recent legislative changes, it is anticipated that many new positions in community health agencies will appear in order to address the shortcomings for oral health care within these institutions. With the

passing of the Dental Hygienists Act April 15, 2008, the expectation of the Minister of Health at that time was for dental hygienists to seek employment in community health agencies as soon as possible. As previously indicated, primary health care providers in community health agencies typically possess a minimum of a baccalaureate degree. If we are to encourage our graduates to seek employment in settings other than the private dental practice, further education may be the key to the provision of additional tools resulting in the confidence and skill to undertake these non-traditional challenges. Since its inception in 1963, the University of Manitoba, School of Dental Hygiene has been the primary source of dental hygienists for the Province. The School has adequately met the needs of private practitioners within the City of Winnipeg in the past. The Manitoba Dental Association has recently reported a shortage of dental hygienists in urban areas outside of Winnipeg and in rural and northern Manitoba.

There will be a continuing need for dental hygienists in private practice in urban and rural areas throughout the Province. The School of Dental Hygiene will develop strategies to encourage future placements in areas of critical need such as in northern communities and community health agencies throughout the province. Changing demographics and oral health disease patterns suggest there will be employment for highly skilled oral health professionals to meet the health care needs of aging and special populations. Additionally, with the mounting evidence suggesting a link between oral and systemic health, dental hygienists with their background in health promotion and prevention will play a key role in the community to help address this critical issue. There are also developing opportunities for placement of baccalaureate prepared dental hygienists in dental industry.

Dental hygiene is a traditionally female occupation. It remains so, although the student profile is beginning to change with currently 19% of the first year dental hygiene class being male. The development of the baccalaureate degree completion program will enhance educational opportunities for dental hygienists in the province providing more dental hygienists with advanced qualifications to assume non-traditional employment. Additionally, it will foster professional growth and support retaining graduates as productive citizens in Manitoba.

This program has the potential to raise opportunities for employment of dental hygienists in community health agencies; industry and educational institutions. It will also serve to remove existing barriers by providing better access to graduate degree programs which dental hygienists are not currently eligible for with the Diploma in Dental Hygiene.

### Section III: Student Demand for the Program

Students enrolled in the current dental hygiene program (since 2007) complete 101 credit hours including University 1 and receive a diploma as their academic credential. This educational outcome presents graduates with significant problems if they wish to further their studies because there are no other dental hygiene programs in the province. Students have no easy options for completing a baccalaureate degree. Those choosing to continue their education at the bachelor's level must change majors in order to do so. The creation of the baccalaureate degree completion option, will allow students to overcome these barriers and pursue careers with appropriate credentials and opportunities for future advancement.

The baccalaureate program in dental hygiene will attract excellent traditional and non-traditional students who are interested in a progressive learning environment and an expanded career in this dynamic, growing health profession. Students will remain part of the oral health care team, practicing while they study if they choose and will explore career options in, not only private dental practice, but community health, higher education, research and industry. Students will be skilled communicators who are committed to providing the highest standards of clinical care and working collaboratively with dentists and other health professionals.

The program will provide an opportunity for prior diploma graduates to continue their education. Previous graduates will be able to return to their alma mater to attain their baccalaureate while infusing their life experience and allegiance back into the University. The baccalaureate will prepare students to pursue graduate education without having to leave their home province. The University may also attract students from other provinces and abroad. These potential students may well take advantage of another opportunity for baccalaureate education in dental hygiene in Canada.

Regional surveys of dental hygienists conducted by the School of Dental Hygiene in 1985 (**Appendix A**), 1988 (**Appendix B**), and 1999 (**Appendix C**) documented a strong interest in baccalaureate education. The overwhelming majority of respondents to these surveys in 1985 and 1988 were currently employed, primarily in private dental practices. Among these respondents, approximately 40 percent expressed a moderate to strong interest in seeking a baccalaureate degree at some point in time.

The School of Dental Hygiene conducted a survey of graduates of the classes of 1994 through 1998, as well as the enrolled classes of 1999 and 2000. The purpose of the survey was to determine whether these individuals would have preferred to have entered a four-year versus a three-year educational track and been awarded a baccalaureate degree in dental hygiene versus a Diploma in Dental Hygiene. The Class of 1994 was the first class in this cohort of students



to take University 1 as a full year of pre-professional studies before entering the dental hygiene core program. Among respondents, 96% of graduates and 98% of enrolled students preferred the opportunity to acquire a baccalaureate degree. Results of this survey clearly demonstrated a strong preference among recent graduates and students for the option to obtain a baccalaureate degree from School of Dental Hygiene and the University.

The School projects an approximate enrolment of 12 - 15 degree completion students per year or 60 - 75 over five years. The degree completion program is designed to accommodate part-time learners. Post-diploma students will not need additional physical facilities so that enrolment will not be subject to any clinical space restrictions. All of the enrolled students will have completed a diploma in dental hygiene and as such will be program majors in dental hygiene.

#### **Section IV: Faculty Requirements**

The Faculty of Dentistry has been extremely supportive of the School of Dental Hygiene and in preparation for the additional number of students the degree completion program will bring in, the cohort of full-time faculty has recently increased from 4 to 6 currently accommodating 52 diploma students. Additionally, cross-appointments from within the Faculty of Dentistry and part-time dental hygiene faculty serve to meet existing faculty needs for the diploma program. Because of this recent increase in dental hygiene full-time faculty, only one additional full-time faculty member will be required to plan and coordinate the curriculum choices for the baccalaureate degree completion students and to teach in the program. In addition, a second support staff person has been hired for the School. This eliminates the need for additional support staff to assist with the increased number of students that the degree completion program will bring. Full-time faculty members, their academic rank, and areas of expertise follow along with those Faculty of Dentistry faculty members who have cross-appointments with the School of Dental Hygiene and any part-time School of Dental Hygiene Instructors who may be involved in the degree completion program. It is anticipated that only a few part-time faculty currently within the School of Dental Hygiene will participate in the degree completion program as the primary focus of part-time faculty is on diploma-based clinical education.

<b>Faculty</b>	<b>Rank</b>	<b>Courses Taught</b>
<b><u>Full Time Faculty, School of Dental Hygiene</u></b>		
Lavigne, Salme E.	Professor & Director School of DH	Pain Management, Periodontics I & II
MacDonald, Laura L.	Associate Professor	Theory & Practice II & IV Community Health I

Asadoorian, Joanna	Associate Professor	Dental Hygiene Theory & Practice I & II
Glassford, Lorraine	Instructor II	Pathology Preclinical & Clinical Practice Radiology
Wener, Mickey E.	Senior Instructor	Oral & Dental Anatomy Community Health II Communications
Yakiwchuk, Carol	Instructor I	Clinical Practice Externship Coordinator

#### **Part-Time School of Dental Hygiene Faculty**

Girardin, Diane (Part-time)	Instructor	Dental Hygiene, Local Anesthesia, Preclinical Restorative
Hildebrandt, Kellie	Instructor	Practice Management

#### **Faculty of Dentistry and Medicine Faculty with Cross-appointments**

Ahing, Stephen	Associate Professor	Oral Radiology
Karim, Algernon C.	Professor	Anatomy & Histology
Gillmartin, Tana	Assistant Professor	Preclinical Restorative Dentistry
McNicol, Archie	Professor	Pharmacology
Perry, John B.	Associate Professor	Oral Radiology, Oral Diagnosis
Birek, Catalina	Professor	Oral Pathology Oral Biology Histology
Bonstein, Tammy	Assistant Professor	Dental Materials
Brar, Jaswinder	Assistant Professor	Periodontics II

#### **Faculty of Medicine Faculty with Cross-Appointments**

Lo, Evelyn	Assistant Professor	Microbiology
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## Section V: Cooperative Arrangements

The School of Dental Hygiene has in place multiple longstanding cooperative agreements with community-based agencies enabling students to participate in community service activities, including the Community Health Practicum in the degree completion program. The agreements are with the

- Winnipeg Regional Health Authority, including numerous long-term care facilities and hospitals such as:
  - Deer Lodge Centre
  - Mount Carmel Clinic
  - Health Action Center
- Siloam Mission
- Riverview Health Centre (under development)

The length of the agreements with these institutions precludes appending them to this proposal. They are, however, available upon request through the School of Dental Hygiene.

The Community Health Practicum is one of the electives within the core dental hygiene courses. Students will be prepared to pursue this course because Community Health I and II, which occur in the diploma curriculum are prerequisites for this course. This practicum course will include a theoretical component and a major report requirement upon course completion.

Additionally, the School of Dental Hygiene has a preliminary arrangement with the University of British Columbia to offer the UBC WebCT courses through the University of Manitoba. Attached as **Appendix D** is a copy of the preliminary letter from UBC granting the U of M permission to use its WebCT courses.

The arts and sciences credits for this program will be transferable to other institutions in Manitoba and other provinces in Canada. All general arts and sciences courses have allocated credits, which will transfer elsewhere.

International cooperation agreements have been developed between several European Universities housing dental hygiene programs. Degree completion students will have the option of pursuing some of their studies abroad as part of either their Independent Study I or Independent Study II courses.

The current dental hygiene program allows students the opportunity to challenge courses within the curriculum, which they feel they have received through prior learning. This practice will continue in the baccalaureate program. In the degree completion program, all diploma graduates from accredited dental hygiene programs in either Canada or the United States will receive credit for two years of core dental hygiene education. They will fit into either Option A or Option B of

the degree completion Program. Residency requirements will be set at 30 credit hours.

## **Section VI: Learning Technologies**

The School of Dental Hygiene uses a wide selection of teaching methods and learning activities in its programs tailored to meet the needs of adult learners. It has access to superior technological resources through the University. A description of some of the methods and technologies that supplement traditional lectures, student presentations, and self-instruction follows.

Small Group Discussion – Students share personal thoughts and arrive at scientifically grounded conclusions that are relevant to their new base of knowledge and skills.

Self-Reflection and Self-Assessment – On a clinic-by-clinic basis, students reflect on clinical experiences and assess their performances compared against the clinical competencies of the Program and the practice standards for dental hygienists in Canada. Students keep daily records and journals of these experiences.

Competency-based Clinical Evaluation – The School teaches toward clinical competencies and national practice standards and uses a competency-based evaluation system. Students progress along a continuum of learning according to their abilities. They receive feedback and evaluation that is not punitive. Students achieve competency when they are able to perform at an acceptable level all aspects of dental hygiene care for entry into practice.

Self-directed Learning, Critical Thinking, and Problem-solving Skills – In order to encourage the development of life-long learning skills, students must apply evidence-based approaches in learning and problem solving. They apply these methods in appropriate situations by using inquiry learning, case studies, collaborative learning, and contract learning. For the latter, students have the freedom to create, implement, and evaluate their projects.

Investigative Learning and Reporting – Students gain first-hand knowledge and experience by participating in outreach selective courses which expose them to mental health issues, youth issues, and community oral health.

Technologies - The School of Dental Hygiene has developed a partnership with the University of British Columbia, Faculty of Dentistry, Dental Hygiene Degree Program to develop distance learning courses. Three courses, Oral Pathology; Microbiology & Immunology and Assessment and Treatment Planning for Advanced Periodontal Diseases have been developed. Both institutions will use these distance courses in their respective programs.

Electronic Curriculum – The School of Dental Hygiene has adopted an electronic curriculum and plans on doing this as well for the degree completion program.

## **Section VII: Resource Requirements**

The Neil John MacLean librarian assigned to the Faculty of Dentistry conducted a thorough quantitative and qualitative assessment of library holdings for the proposed baccalaureate program. Results of this assessment revealed no necessary additional demands on the library. The library materials and supporting equipment required for the degree program are adequate and available in the Health Sciences Library, Learning Resource Centre, and Faculty of Dentistry. Attached as **Appendix E** is a letter of support from Library Services.

The University subscribes to electronic journals and offers extensive training to students and staff. The School has access to the University of Manitoba Libraries' BISON online catalogue and E-Library collection. The latter provides access to a number of bibliographic, statistical, and full-text databases such as Medline, CINAHL, PsycLIT, Biological Abstracts, Cochrane Library, and MD-Consult. E-Library also provides access to education, management, sociology, statistical, and similar databases and full-text resources. The library complements these resources with collections of books, journals, slides and videocassettes and related equipment. The library provides approximately 70 workstations and two supplemental Learning Resource Centres, each with 15 workstations. The Brodie Centre houses a facility with 23 computers and the Faculty of Dentistry houses a computer laboratory with 13 computers.

Existing lecture/seminar rooms, laboratories, and clinical facilities are adequate for program implementation, as no additional clinical hours have been added to the program. The School will accommodate the locker needs of students. Additional office space for one faculty member will be required.

There will be nominal costs to students for books, approximately \$500 - \$1,000 for the additional year.

No additional facilities, facility modifications, or equipment will be required for the proposed program.

## **Section VIII: Financial Considerations**

No direct financial resources are required for this program as the addition of full-time faculty and support staff has already been expedited. There will be revenue procured from student tuition that can be used to offset the addition of another full-time faculty member as well as unforeseen program related expenses. A comparison of tuition fees in similar institutions was conducted. Attached as **Appendix F** is a detailed budget of all direct and indirect costs associated with the program and supporting documentation. .

## **Section IX: Program Consultations and Evaluations**

The program has sought the opinions of the Canadian Dental Hygienists' Association, Manitoba Dental Hygienists' Association, Dental Hygiene Educators Canada, the National Dental Hygiene Certification Board, the Commission on Dental Accreditation of Canada and the College of Dental Hygienists of Manitoba. Attached as **Appendix G** are comments from these solicitations

The School of Dental Hygiene measures program outcomes in a number of ways. The diploma dental hygiene program at the University of Manitoba is fully accredited by the Commission on Dental Accreditation of Canada and will continue to seek this status with the implementation of the new program.

The School annually requests assessments of all courses, which the curriculum committee then reviews against the desired program outcomes. Additionally, the School annually surveys its previous graduates employed for one year. The survey queries graduates on the School's success in achieving its program outcomes

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**Report of the Senate Committee on Curriculum and Course Changes on a Proposal from the School of Dental Hygiene for a Degree Completion Program**

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**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](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. The Senate Committee on Curriculum and Course Changes considered a proposal for a Degree Completion Program from the School of Dental Hygiene at its meeting on April 6, 2009.

**Observations**

1. The School of Dental Hygiene has offered a Diploma in Dental Hygiene since 1963.
2. The profession of dental hygiene in Manitoba has recently become self-regulating with the first dental hygienists registered in January 2008 and the *Dental Hygienists Act* proclaimed in April 2008.
3. There are new expectations of dental hygienists to address some of the critical community health needs in institutionalized settings as the new regulations enable dental hygienists to work without supervision in any health care agency designated by the Minister of Health. Community health agencies typically look for degree prepared primary health care providers.
4. Increasing class sizes dictated by increased demand for graduates has led to an increased demand for more dental hygiene educators who have credentials beyond the diploma. With the newly launched "Centre for Oral-Systemic Health" in the Faculty of Dentistry, it is anticipated that graduate opportunities for dental hygiene students with an undergraduate degree will be available.
5. The current diploma consists of 101 credit hours which exceeds the 90 credit hours required for a three year degree at the University of Manitoba. The degree completion proposal calls for students to complete an additional 21 credit hours. The proposal contains more specific information on requirements for students who are not recent University of Manitoba graduates including those from other institutions which includes a residence requirement of 30 credit hours at the University of Manitoba.
6. This proposal requires no course introductions and there is no additional funding requested.
7. Letters of support were received from Dental Hygiene Educators Canada, Manitoba Dental Hygienists Association, the Canadian Dental Hygienists Association, the National Dental Hygiene Certification Board, the Commission on Dental Accreditation of Canada, and the Manitoba Dental Association.

### **Recommendation**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the introduction of a Bachelor of Science (Dental Hygiene) Degree Completion Program, in the Faculty of Dentistry, School of Dental Hygiene.**

Respectfully submitted,

Professor H. Frankel, Chair  
Senate Committee on Curriculum and Course Changes

/mb



**Report of the Senate Planning and Priorities Committee on the Proposal from the Faculty of Dentistry, School of Dental Hygiene for a Bachelor of Science (Dental Hygiene) Degree Completion Program**

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**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/508.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm), wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of Dentistry approved and recommends that Senate approve the proposal from the Faculty of Dentistry for a Degree Completion Program, in the School of Dental Hygiene.

**Observations:**

1. The School of Dental Hygiene proposes to establish a Bachelor of Science in Dental Hygiene, degree completion program. The program is being proposed to meet a long standing community need for Dental Hygienists to function as practitioners, educators and researchers with the Bachelor Degrees in Dental Hygiene.
2. The committee noted that the profession has recently become self-regulated with the proclamation of the *Dental Hygienists Act* in April 2008 which allows licensed practitioners to work without supervision in any health care agency designated by the Minister of Health. There is a great need and potential for these graduates to address critical community health needs. However designated agencies typically look for degree graduates. Currently, students have to go elsewhere to get a degree; this Dental Hygiene Degree Completion Program would assist in addressing this need.
3. The proposal provided strong evidence of the need for the program and it included many strong letters of support for the program from the salient professional organizations in the field of Dentistry and Oral Health including: the College of Dental Hygienists of Manitoba, Dental Hygienist Educators of Canada, Manitoba Dental Hygienists Association, the Canadian Dental Hygienist Association, the Manitoba Dental Association and others.
4. The committee noted that the proposal indicated that this program does not require financial support as the requirements for the program, such as additional support staff and expanded office space, have already been provided by the Faculty of Dentistry. In addition, the status of two current faculty members has been changed from contingent to continuing and the requirement for one additional full-time faculty member would be covered on a cost recovery basis. Also, the proposal contains no new courses and the committee noted that it was indicated that the Office of the Dean of Dentistry would cover any shortfall in cost recovery.

5. The committee observed that the proposal provided documentation which indicated that the University of Manitoba Libraries staff located at the Neil John MacLean Library had reviewed the library resource needs for the proposed degree completion program and have indicated that the libraries current collections could support the proposed program.
6. Finally, the committee noted that the existing lecture/seminar rooms, laboratories and clinical facilities were identified as adequate for the implementation of the program as no additional clinical hours have been added to the program.

**Recommendations:**

The SPPC recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the introduction of a Bachelor of Science (Dental Hygiene) Degree Completion Program, in the Faculty of Dentistry, School of Dental Hygiene.**

Respectfully submitted,

Norman Hunter, Chair  
Senate Planning and Priorities Committee

## REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

### 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)

### Observation

At its meeting of April 6, 2009 the Senate Committee on Awards reviewed one new offer that appears to be discriminatory according to the *Policy for Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*.

### Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part B* (dated April 6, 2009).

Respectfully submitted,

Dr. Philip Hultin  
Chair, Senate Committee on Awards

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

## **Appendix A**

### **MEETING OF THE SENATE COMMITTEE ON AWARDS April 6, 2009**

#### **1. NEW OFFERS**

##### **Nadia Barakat Scholarship for Electrical Engineering (A Faculty of Engineering Centenary Scholarship)**

In honour of his daughter, Nadia Barakat [B.Sc.(E.E.)/2000], Dr. Moe A. Barakat (Ph.D./82) has established an endowment fund at the University of Manitoba, with an initial gift of \$20,000, in 2009. The purpose of the fund is to encourage female engineering students to excel in their studies by providing scholarship support. The available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is a female;
- (2) has completed between 24 and 70 credit hours of the engineering program in either University 1 or in the Faculty of Engineering;
- (3) in the next ensuing academic session, is enrolled full-time or part-time in the Faculty of Engineering, in the Bachelor of Science in Engineering (Electrical) degree program;
- (4) has achieved a minimum degree grade point average of 3.5.

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

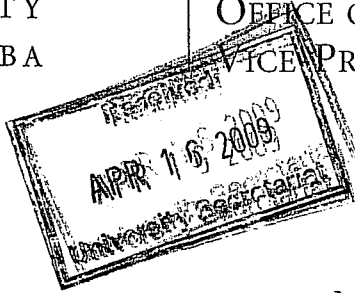
The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

(Attachment I)



UNIVERSITY  
OF MANITOBA

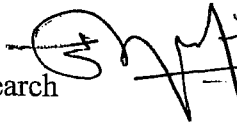
OFFICE OF THE  
VICE-PRESIDENT (RESEARCH)



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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir S. Jayas, A/Vice-President (Research) and Chair, Senate Committee on University Research 

DATE: April 15, 2009

SUBJECT: Periodic Review of Research Centres and Institutes: the Institute of Cardiovascular Sciences

Attached is the report on the review of the Institute of Cardiovascular Sciences 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.

DSJ/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 INSTITUTE OF CARDIOVASCULAR SCIENCES

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 Institute of Cardiovascular Sciences as well as a report prepared by the Institute Director, Dr. Pawan K. Singal which contained:
  - A description of how and why the Institute of Cardiovascular Sciences 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;
  - Letters indicating continued support for the Centre from Dr. Grant Pierce, Executive Director, Research, St. Boniface General Hospital, and Dr. Dean Sandham, Dean, Faculty of Medicine;
  - The names of individuals who could provide external assessments of the research institute.
2. The membership of the sub-committee was as follows: Dr. Jim Davie (Chair), Dr. Mark Whitmore, and Dr. Roberta Woodgate.
3. The assessment of the sub-committee was as follows:
  - The mission of the Institute is to develop and maintain a centre of excellence in research and training in cardiovascular sciences in Winnipeg. To accomplish its mission, six objectives are followed. Significant progress has been made in reaching these objectives over the past several years.

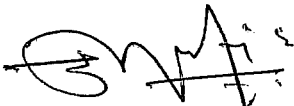
- The Institute is active in the training of graduate students and postdoctoral fellows. Over the past 6 years, 23 post doctoral fellows, 13 PhD's, 32 MSc's and 6 BSc (Med) students have completed training in the Institute. Over 72 awards have been received by these trainees. There are several unique features in the training program. For example, national training programs for post-doctoral fellows which provide funding and opportunity for video conferences.
  - The Institute is well funded and has very good publications records including: 262 papers in refereed journals, 54 chapters in books and proceedings, and over 370 published abstracts. Funding of \$22 million dollars has been received during 2002-2007 period to support research and training programs. In 2007 over \$5 million was received, an increase of \$2 million from 2002. Researchers have collaborated on national and international projects. As well, collaboration takes place with visiting professors. There have been 20 visiting professors over the past 6 years.
  - Over the next five years the Institute plans to continue building the translational research program, increase participation of basic scientists in clinical trials, to participate in the Faculty of Medicine Regenerative Medicine Program, build linkages with the CCARM Program to forward a Prevention Program, and to continue supporting the excellent Institute programs for training, education, public outreach and faculty development.
  - Members of the Institute have been involved in a variety of outreach activities including: talks at conferences; PI lunch meetings; "Student Pulse", a student newsletter; media; participation on committees; and "It's all about me", a program in elementary schools in Winnipeg.
4. At the January 15, 2009 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 Institute of Cardiovascular Sciences should continue for a five-year period.

Recommendation:

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

**That the Institute of Cardiovascular Sciences continue for a five year period, beginning May 13, 2009 until May 12, 2014.**

Respectfully submitted,



Digvir Jayas  
Acting Vice-President (Research)  
And Chair, Senate Committee on University Research

**Report of the Senate Committee on Rules and Procedures  
Regarding the Revision of the list of Assessor positions on Senate**

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**Preamble**

1. The Terms of Reference of the Senate Committee on Rules and Procedures are found at on the governance website.
2. The Senate Committee on Rules and Procedures has as one of its responsibilities the review of proposed changes to rules governing meetings of Senate.

**Observations**

1. The University Secretary approval of recommended changes to the current list of Assessors on Senate. The University Secretary requested that the Senate Committee on Rules and Procedures consider whether to retain all the assessors currently listed and whether or not it would be advisable to name any new assessors to the list.
2. The Senate Committee on Rules and Procedures noted that while not provided for in the *University of Manitoba Act*, Senate has created a number of Assessor Positions on Senate. Assessors are given voice, but no vote at Senate and are entitled to notice of meetings and remaining in Senate during closed session. At present there are 19 Assessors.
3. The Senate Committee on Rules and Procedures further noted the following:
  - that while the Registrar and Executive Director of Enrolment Services are assessors, the Executive Director of Student Services is not;
  - that while the Chair of Senate Planning and Priorities Committee is an assessor, the Chair of the Senate Committee on Curriculum and Course Changes is not; and
  - that the Presidents of CMBC (now Canadian Mennonite University) and Booth College are assessors but have not attended Senate in many years and may no longer be required.

**RECOMMENDATION**

**THAT** Senate approves the removal of the Presidents of CMBC (now called "Canadian Mennonite University") and the Booth College as assessors on Senate and the Senate add the Executive Director of Student Services and the Chair of the Senate Committee on Curriculum and Course Changes as assessors on Senate.

Respectfully submitted,

Dean. J. Doering, Chair  
Senate Committee on Rules and Procedures

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