

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, January 5, 2011
1:30 p.m.
Regrets call 474-6892

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

- | | | |
|----|---|--------|
| 1. | <u>Proposed Academic Schedule for 2011 - 2012</u> | Page 3 |
| 2. | <u>Report of the Senate Committee on Curriculum and Course Changes [dated December 3, 2010]</u> | Page 9 |

III MATTERS FORWARDED FOR INFORMATION

- | | | |
|----|---|---------|
| 1. | <u>Report of the Senate Committee on Awards</u> | Page 14 |
| 2. | <u>In Memoriam Ms. Elva Motheral</u> | Page 20 |
| 3. | <u>Statement of Intent: Community Recreation and Active Living Diploma</u> | Page 21 |
| 4. | <u>Statement of Intent: Internationally Educated Agrologists Certificate Program</u> | Page 33 |
| 5. | <u>Items approved by the Board of Governors November 16, 2010</u> | Page 39 |
| 6. | <u>Report of the Senate Committee on Admissions RE: Faculty of Nursing Applicants from external diploma and degree programs</u> | Page 40 |
| 7. | <u>International College of Manitoba Annual Report</u> | Page 42 |
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IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

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

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF NOVEMBER 3, 2010

CONSIDERATION OF THE MINUTES OF THE MEETING OF DECEMBER 1, 2010

VII BUSINESS ARISING FROM THE MINUTES

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

1. Report of the Senate Executive Committee Page 51
2. Report of the Senate
Planning and Priorities Committee

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

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

1. Report of the Senate Committee on Curriculum and Course
Changes RE: Proposal for a Computer Science – Statistics
Joint Honours Program Page 52
2. Reports of the Senate Committee on Admissions
 - a) RE: Faculty of Nursing, Immunization and CPR
Requirements Page 76
 - b) RE: Faculty of Nursing, formal provision for
Leaves of Absence Page 78
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RE: Undergraduate Program Reform
 - a) Report of the Senate Committee on Curriculum
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4. Proposal from the Collège universitaire de Saint-Boniface
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and Course Changes Page 132
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X ADDITIONAL BUSINESS

1. Review of the Chancellor Election Process Page 139

XI ADJOURNMENT

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

MEMO

REGISTRAR'S OFFICE

Room 400 University Centre

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UNIVERSITY
OF MANITOBA

Date: November 24, 2010

Memo To: Senate Executive Committee

From: Neil Marnoch, Registrar

A handwritten signature in black ink, appearing to read 'Neil Marnoch'.

Re: Proposed Academic Schedule for 2011-2012

The attached proposed 2011-2012 Academic Schedule has been updated based on changes in days and/or dates to conform to the 2011 and 2012 calendars, along with revised information received from academic units. The proposed schedule has been reviewed by all Faculties and Schools. Please note the following:

1. Deadlines for receipt of applications for admission for the Faculties/Schools will be published on the Enrolment Services website.
2. Labour Day in 2011 is September 5; therefore University 1 Orientation will take place on the first two days of the Fall Term – Tuesday, September 6 and Wednesday, September 7 (see Section 1). **Classes in most faculties and schools will begin on Thursday, September 8 and end on Wednesday, December 7** (see Section 2).
3. There are two statutory holidays in the 2011 Fall Term: Thanksgiving Day, Monday, October 10 and Remembrance Day, Friday, November 11 (see Section 5).
4. There are 63 days available for instruction in Fall Term, including 37 teaching hours in the Monday/Wednesday/Friday time slots and 39 teaching hours in the Tuesday/Thursday time slots.
5. The 2011 December Examination Period will be from **Friday, December 9** through **Wednesday, December 21** (see Section 6).

Note: The last day of the Examination Period is also the last day the university is open before the Christmas break.

6. The university will re-open after the Christmas Break on Tuesday, January 3, 2012. **The Winter Term will commence on Wednesday, January 4, 2012** (see Section 2).

7. There are two statutory holidays in the 2012 Winter Term: Louis Riel Day on Monday, February 20 (which occurs during Mid-Term Break) and Good Friday on April 6 (which occurs during the Examination Period) see Section 5) which occurs between the end of classes and the beginning of final examinations..
8. **Mid-Term Break in 2012 is February 20 - 24**, which is the eighth week of Winter Term. This coincides with Louis Riel Day (see Section 5).
9. There are 62 days available for instruction in Winter Term, including 37 teaching hours in the Monday/Wednesday/Friday time slots and 37.5 teaching hours in the Tuesday/Thursday time slots.
10. The 2012 April Examination period will be from **Monday, April 9** through **Monday, April 23** (see Section 6).
11. As approved previously by Senate, the deadline for Voluntary Withdrawal is the 48th teaching day of the term. In 2011-2012 these dates are **Wednesday, November 16, 2011 for Fall Term** courses and **Friday, March 16, 2012 for Winter Term and Fall/Winter Term (spanned) courses** (see Section 3).
Note: Faculties and schools offering courses with irregular schedules and withdrawal dates **must** ensure these are well publicized to your students.
12. Convocation ceremonies (see Section 9) will be held as follows:
 - **Fall Convocation** **October 19 & 20, 2011**
 - **Medicine Convocation** **May 10, 2012**
 - **Spring Convocation** **May 29, 30 & 31, 2012**
 - **Collège universitaire de Saint-Boniface Convocation** **June 4, 2012**
13. Dates included as information include: Fee Payment deadlines determined by Financial Services (see Section 4), deadlines to apply for graduation (Section 9), and items list under Section 10: Other University Special Events.

Encl.

2011-2012 Academic Schedule

Note: Admission Application Deadlines may be found on the web at www.umanitoba.ca/student/admissions

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Section 12: Summer Session 2011 Start and End Dates
Section 13: Summer Session 2012
Section 14: Graduate Studies

Section 1: Orientation Sessions for Fall/Winter Session

IDDP Year 1	May-June 2011
University 1	Sept. 6-7, 2011
Agriculture Diploma	Sept. 16, 2011
School of Art Orientation	Sept. 6-7, 2011
Asper School of Mgmt, Year 1 student welcome luncheon	Sept. 6, 2011
Asper School of Mgmt, Year 1 CSA orientation and Barbeque	Sept. 7, 2011
Education, Year 1	TBA
Education, Year 2 and Year 5 Integrated	TBA
Medicine Inaugural Exercises	Aug. 24, 2011
Music	Sept. 6, 2011
Nursing, Year 2 (2180)	
Tuesday/Wednesday clinical orientation	Aug. 31, 2011
Nursing, Year 2 (2190)	
Tuesday/Wednesday clinical orientation	Aug. 31, 2011
Nursing, Year 2 (2180)	
Thursday/Friday clinical orientation	Sept. 1, 2011
Nursing, Year 2 (2190)	
Thursday/Friday clinical orientation	Sept. 1, 2011
Nursing, Year 2 (2180 continues)	
Tuesday/Wednesday clinical orientation continues	Sept. 6, 2011
Nursing, Year 2 (2180 continues)	
Thursday/Friday clinical orientation continues	Sept. 7, 2011
Nursing, Year 2 (2190 continues)	
Both rotations clinical orientation continues	Sept. 7, 2011
Nursing, Year 2 (2180 and/or 2190)	
Tuesday/Wednesday clinical begins	Sept. 13, 2011
Nursing, Year 2 (2180 and/or 2190)	
Thursday/Friday clinical begins	Sept. 8, 2011
Nursing, Year 3 clinical orientation	
Tuesday/Wednesday clinical rotation begins	Sept. 27, 2011
Nursing, Year 3 clinical orientation	
Thursday/Friday clinical rotation begins	Sept. 29, 2011
Nursing, Year 4 4270 clinical orientation	Sept. 8, 2011

Nursing Lectures in NURS 2120 (Health Assessment) and Nursing labs in NURS 2120 (Health Assessment) and NURS 2130 (Skills Year2), NURS 3280 (Skills Year 3) start week of Sept. 12, 2011

NOTE: Immunizations/CPR due for all newly admitted Aug. 1, 2011
Nursing students

Occupational Therapy, Year 1 Linking Days	Aug. 25 - 26, 2011
Pharmacy, Year 1 orientation session	Sept. 7, 2011
Social Work, Year 1	Sept. 7, 2011
Social Work, Year 2 and 3 Field Orientation	Sept. 6 and 7, 2011

Section 2: Start and End Dates for Fall/Winter Session

(Classes, practica, experiences)

The following start and end dates are for students in **most** faculties and schools.

See Section 5 for mid term break and other university closures.

Students registering for **Distance and Online Education** courses should consult the Distance and Online Education Calendar available from Distance Education.

Education courses may have unique start and end dates. Students are referred to the Aurora Student Class Schedule.

Fall Term 2011 (including spanned courses)	Start	End
Most faculties and schools	Sept. 8, 2011	Dec. 7, 2011
Agriculture diploma	Sept. 19, 2011	Dec. 2, 2011
Dentistry, Years 1 and 2	Aug. 15, 2011	Dec. 2, 2011
Dentistry, Year 3	Aug. 8, 2011	Dec. 2, 2011
Clinics	Aug. 22, 2011	Dec. 9, 2011
Dentistry, Year 4	Aug. 8, 2011	Dec. 9, 2011
Clinics	Aug. 29, 2011	Dec. 16, 2011
Dental Hygiene, Year 1	Aug. 22, 2011	Dec. 2, 2011
Dental Hygiene, Year 2	Aug. 15, 2011	Dec. 2, 2011
Clinics	Aug. 29, 2011	Dec. 9, 2011
Law	Sept. 6, 2011	Dec. 5, 2011
Medicine, Years 1	Aug. 23, 2011	Dec. 20, 2011
Medicine, Years 2	Aug. 29, 2011	Dec. 20, 2011
Medicine, Years 3 and 4	Aug. 29, 2011	Dec. 20, 2011
Medicine, B.Sc.	May 30, 2011	Aug. 26, 2011
Occupational Therapy Year 1	Aug. 29, 2011	Nov. 18, 2011
Basic Fieldwork	Nov. 21, 2011	Dec. 16, 2011
Occupational Therapy Year 2	Aug. 29, 2011	Dec. 16, 2011
Pharmacy, Year 4 (classes)	Sept. 6, 2011	Oct. 31, 2011
(Experiential Rotations - Block 1)	Nov. 7, 2011	Dec. 16, 2011
(Electives - Block 1)	Nov. 3, 2011	Dec. 21, 2011
Physical Therapy, Year 2	Aug. 29, 2011	Dec. 16, 2011
Respiratory Therapy, Years 1, and 2	Aug. 29, 2011	Dec. 16, 2011
Respiratory Therapy, Year 3	Aug. 22, 2011	Dec. 16, 2011
Social Work, Field Instruction Years 2 & 3	Sept. 6, 2011	Dec. 9, 2011

Winter Term 2012 (including spanned courses)	Start	End
Most faculties and schools	Jan. 4, 2012	April 5, 2012
Agriculture Diploma	Jan. 4, 2012	Mar. 27, 2012
Dental Hygiene, Years 1 and 2 classes	Jan. 3, 2012	April 5, 2012
Year 1 clinic	Jan. 3, 2012	April 5, 2012
Year 2 clinic	Jan. 3, 2012	April 20, 2012
Dentistry, Years 1 and 2	Jan. 3, 2012	April 20, 2012
Dentistry, Year 3 classes	Jan. 3, 2012	April 13, 2012
Year 3 clinics	Jan. 3, 2012	April 20, 2012
Dentistry, Year 4 classes	Jan. 3, 2012	Feb. 10, 2012
Year 4 clinics	Jan. 5, 2012	April 20, 2012
Law	Jan. 3, 2012	April 9, 2012
Medicine, Years 1 and 2	Jan. 3, 2012	May 25, 2012
Medicine, Year 3	Jan. 4, 2012	Aug. 24, 2012
Medicine, Year 4 Clerkship	Jan. 2, 2012	May 4, 2012
Occupational Therapy Year 1	Jan. 4, 2012	May 4, 2012

Occupational Therapy Year 2		
Intermediate Fieldwork 2	Jan. 9, 2012	Mar. 2, 2012
Occupational Therapy Year 2	Mar. 12, 2012	June 29, 2012
Pharmacy, Year 3 (classes)	Jan. 3, 2012	Mar. 23, 2012
Pharmacy, Year 2, Experiential Rotations	April 30, 2012	May 11, 2012
Pharmacy, Year 3 Experiential Rotations	April 2, 2012	April 27, 2012
Pharmacy, Year 4,		
(Experiential Rotations - Block 2)	Jan. 2, 2012	Feb. 10, 2012
(Electives - Block 2)	Jan. 2, 2012	Feb. 17, 2012
(Experiential Rotations - Block 3)	Feb. 20, 2012	Mar. 30, 2012
(Electives - Block 3)	Feb. 20, 2012	April 6, 2012
Physical Therapy	Jan. 4, 2012	variable; depends on clinical placements
Respiratory Therapy Years, 1 and 2	Jan. 3, 2012	April 27, 2012
Respiratory Therapy Year 3 Clinical	Jan. 3, 2012	June 22, 2012
Social Work Years 2 and 3 field instruction	Jan. 3, 2012	April 13, 2012

Section 3: Registration and Withdrawal Dates

NOTE: 1. The refund schedule will be published on the Registrar's Office web site in July 2011.

2. Some courses have irregular Voluntary Withdrawal deadline dates. Please refer to your faculty or school section of the Calendar or the Aurora Student Class Schedule.

Fall Term 2011 (including spanned courses)	Start	End
Nursing Clinical Courses: last date to register for Fall Term 2011 and Winter Term 2012	T.B.A.	
Last Date to register and pay fees without (pen-Sept. 7, 2011 alty for all programs (except Agriculture Diploma)		
Agriculture Diploma	Sept. 16, 2011	
Law: Registration Revision only until Sept. 16, 2011	Sept. 6, 2011	
Registration revisions and late registration in all programs (except Agriculture Diploma and irregularly scheduled courses). A financial penalty is assessed on all late registrations during this period	Sept. 8, 2011	Sept. 21, 2011
Agriculture Diploma	Sept. 19, 2011	Sept. 28, 2011
Last date in all programs (except Agriculture Diploma and irregularly scheduled courses) to withdraw from Fall Term 2011 and full courses and not be assessed a "VW"		Sept. 21, 2011
Agriculture Diploma		Sept. 28, 2011
Last date for Voluntary Withdrawal from Fall Term 2011 courses without academic penalty in all faculties and schools. (see refund schedule, published on the Registrar's Office web site in July 2011, for financial implications) (For a refund schedule, please check the Registrar's Office website after July 1, 2011.)		Nov. 16, 2011
Winter Term 2012		
Registration and Revision period in Winter Term 2012 half courses in all programs (except irregularly scheduled courses)	Jan. 4, 2012	Jan. 17, 2012
Last date for registration in Winter Term 2012 half courses, including Challenge for Credit, and/or registration revisions in all programs (except irregularly scheduled courses)		Jan. 17, 2012
Winter Term 2012 half courses and full (courses dropped after this date from any program (except irregularly scheduled courses) are recorded as Voluntary Withdrawals		Jan. 17, 2012
Last date for Voluntary Withdrawal from Winter Term 2012 half courses and full courses without academic penalty in all faculties and schools (except Agriculture Diploma). (see refund schedule, published on the Registrar's Office web site in July 2011, for financial implications) (For a refund schedule, please check the Registrar's Office website after July 1, 2011.)		Mar. 16, 2012
Agriculture Diploma		Mar. 8, 2012

Section 4: Fee Deadlines

Last date for all students to pay Fall Term 2011 and 1 st instalment fees without late fee (except Agriculture Diploma)	Sept. 7, 2011
Agriculture Diploma	Sept. 16, 2011
Last date for all students to pay Winter Term 2012 and 2 nd instalment fees without late fee	Jan. 5, 2012

Section 5: Dates of University Closure and Mid Term Break

When the University is closed no classes/examinations will be held.	Start	End
Canada Day (Holiday Observed)	July 1, 2011	
Civic Holiday	Aug. 1, 2011	
Labour Day	Sept. 5, 2011	
Thanksgiving Day	Oct. 10, 2011	
Remembrance Day (Holiday Observed)	Nov. 11, 2011	
December Holidays	Dec. 23, 2011	Jan. 2, 2012
Mid-Term Break* for all faculties and schools (except Medicine, Education, Occupational Therapy and Respiratory Therapy Yr. 3)	Feb. 20, 2012	Feb. 24, 2012
Louis Riel Day	Feb. 20, 2012	
Occupational Therapy	Mar. 5, 2012	Mar. 9, 2012
Medicine Years 1 and 2	Mar. 19, 2012	Mar. 23, 2012
Good Friday	April 6, 2012	
Victoria Day	May 21, 2012	

*The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students

Section 6: Fall/Winter Session Examination and Test Dates

Students are reminded that they must remain available until all examination and test obligations have been fulfilled.

Fall/Winter Session 2011-2012

Fall Term 2011 (including spanned courses)	Start	End
Most faculties and schools	Dec. 9, 2011	Dec. 21, 2011
Agriculture Diploma*	Dec. 5, 2011	Dec. 12, 2011
Dentistry, Years 1, 2, and 3	Dec. 5, 2011	Dec. 16, 2011
Dentistry, Year 4	Dec. 12, 2011	Dec. 16, 2011
Dental Hygiene Year 1	Dec. 5, 2011	Dec. 16, 2011
Dental Hygiene Year 2	Dec. 12, 2011	Dec. 16, 2011
Law	Dec. 9, 2011	Dec. 21, 2011
Pharmacy, Year 4	Nov. 1, 2011	Nov. 2, 2011

Winter Term 2012 (including spanned courses)

Most faculties and schools	April 9, 2012	April 23, 2012
Agriculture Diploma	Mar. 29, 2012	April 6, 2012
Dental Hygiene, Years 1 and 2	April 9, 2012	April 13, 2012
Dentistry, Years 1, 2 and 3	April 23, 2012	May 4, 2012
Year 4	Feb. 13, 2012	Feb. 17, 2012
Law	April 11, 2012	April 25, 2012
Pharmacy, Year 3	Mar. 24, 2012	Mar. 28, 2012
Respiratory Therapy		
Clinical Entrance Exams Year 2	April 27, 2012	
Composite Exams Year 3	June 27, 2012	

Section 7: Challenge for Credit, Supplemental and Other Special Examinations and Tests

Faculties and schools that extend supplemental examination privileges: last date for applications for autumn supplemental examinations	July 4, 2011
Language reading tests for graduate students	Sept. 3, 2011
Last date to apply for Challenge for Credit for courses offered in Fall Term 2011	Sept. 21, 2011
International Dental Degree Program on-site assessment	TBA
Last date to apply for Challenge for Credit for courses offered in Winter Term 2012	Jan. 17, 2012
Agriculture Diploma Last date for applications for Fall Term 2011 supplemental examinations	Jan. 3, 2012
Fall term supplementary examinations	Jan. 9, 2012
Language reading tests for graduate students	Mar. 31, 2012
Agriculture Diploma Last date for applications for Winter Term 2012 supplemental examinations	April 27, 2012
Winter Term supplementary examinations	May 18, 2012
Last day to register for Challenge for Credit for examinations in June series	April 27, 2012
Medical Council of Canada examinations	April 30 - May 8, 2012

Section 8: Final Grade Appeal Dates

Appeal period for final grades received for Fall Term 2011 courses	Jan. 3, 2012	Jan. 23, 2012
Appeal period for final grades received for Winter Term 2012 courses and full courses	May 22, 2012	June 11, 2012

Section 9: University Convocation

Fall Convocation	Oct. 19 - 20, 2011
Last date to apply online to graduate in October	July 28, 2011
Last date to apply online to graduate in February	Sept. 21, 2011
Last date to apply online to graduate in May	Jan. 17, 2012
Graduation date for students graduating in February 2012 (Ceremony for February grads is in May 2012)	Feb. 1, 2012
School of Agriculture graduation ceremony	April 27, 2012
Faculty of Medicine Convocation ceremony	May 10, 2012
Spring Convocation	May 29 - May 31, 2012
Convocation ceremony at Collège universitaire de Saint-Boniface	June 4, 2012

Section 10: Other University Special Events

Parents Orientation	June 4, 2011
2011 School Counsellors Admissions Seminar	Sept. 2011
Enrolment Services/Student Recruitment: Evening of Excellence	Oct. 2011
Memorial events for 14 women murdered at l'Ecole Polytechnique in 1989	Dec. 6, 2011
Information Days for high school students	Feb. 22-23, 2012
Annual traditional graduation Powwow in honour of Aboriginal students	May 5, 2012

Section 11: Distance and Online Education 2011/2012 Deadline Dates

Start and End Dates	Start	End
Fall term 2011 (including spanned courses)	Refer to Section 2 for start & end dates	
Winter Term 2012	Refer to Section 2 for start & end dates	
Winter/Summer Term 2012	Jan. 4, 2012	July 4, 2012
Summer Term 2012	April 30, 2012	July 27, 2012
Registration and Withdrawal Dates		
Fall Term 2011 (including spanned courses)	Refer to Section 3 for registration & withdrawal dates	
Winter Term 2012	Refer to Section 3 for registration & withdrawal dates	

Winter/Summer Term 2012	Start	End
Registration and Revision period	Jan. 4, 2012	Jan. 17, 2012
Last date for Voluntary Withdrawal		June 6, 2012
Summer Term 2012		
Registration and Revision period	April 30, 2012	May 11, 2012
Last date for Voluntary Withdrawal		July 6, 2012
Application to write examinations at a location other than the University of Manitoba		
Fall term 2011	First working day of October	
Fall/Winter and Winter term 2012	First working day of February	
Winter/Summer term 2012	First working day of May	
Summer term 2012	First working day of June	
Examination and Test Dates		
Fall Term 2011	Refer to Section 6 for examination and test dates	
Winter Term 2012	Refer to Section 6 for examination and test dates	
Winter/Summer term 2012	July 5, 6 and 9, 2012	
Summer Term 2012	July 30, 2012	Aug. 3, 2012

Section 12: Summer Session 2011

Start and End Dates

For more detailed information, please consult the Summer Session Calendar available from the Summer Session Office, 166 Extended Education Complex. The Summer Session Calendar is available on-line at umanitoba.ca/summer.

May Day, June Day, May-June Day	Start	End
Classes	May 2, 2011	June 21, 2011
Examinations		
May Day	May 27, 2011	May 28, 2011
June Day & May-June Day	June 23, 2011	June 24, 2011
May-June Eve, June-Aug. Eve, May-Aug. Eve		
Classes	May 2, 2011	Aug. 4, 2011
Examinations		
May-June Eve	June 17, 2011	June 18, 2011
June-Aug Eve & May-Aug Eve	Aug. 5, 2011	Aug. 6, 2011
July Day, Aug. Day, July-Aug. Day		
Classes	June 27, 2011	Aug. 17, 2011
Examinations		
July Day	July 22, 2011	July 23, 2011
Aug. Day & July-Aug. Day	Aug. 19, 2011	Aug. 20, 2011
Other		
Nursing Summer Term	April 25, 2011	July 27, 2011
Occupational Therapy Year 1 Summer Term		
Intermediate Fieldwork 1	May 2, 2011	June 24, 2011
Occupational Therapy Year 2 Summer Term		
Advanced Fieldwork	June 27, 2011 (flexible start date)	must end by Sept. 16, 2011
Physical Therapy Summer Term	variable; depends on clinical placements	

Section 13: Summer Session 2012

Class Start Dates		
Nursing summer term begins	April 23, 2012	
Summer Session Start Date	April 30, 2012	
Medicine B.Sc.	May 28, 2012 - Aug. 24, 2012	
Occupational Therapy Year 1 Summer Term		
Intermediate Fieldwork 1	May 7, 2012 - June 29, 2012	
Occupational Therapy Year 2 Summer Term		
Advanced Fieldwork	July 3, 2012 - must end by flex. start date	Sept. 14, 2012
Physical Therapy Summer Term	variable; depends on clinical placements	

The other summer session dates are not available yet.

Section 14: Faculty of Graduate Studies Submission Dates for 2011-2012

For reports on theses/practica (and the corrected copies of the theses/practica), comprehensive examinations and M.Eng. projects to be submitted to Graduate Studies by students expecting to graduate in October

Aug. 25, 2011

For receipt, in Graduate Studies Office, of Ph.D. theses (for distribution) from graduate students expecting to graduate in February

Oct. 4, 2011

For distribution of Master's theses/practica (to examining committee) by students expecting to graduate in February

Oct. 17, 2011

For reports on theses/practica (and the corrected copies of theses/practica), comprehensive examinations and M.Eng. projects to be submitted to Graduate Studies by students expecting to graduate in February.

Jan. 3, 2012

For receipt, in Graduate Studies Office, of Ph.D. theses (for distribution) from graduate students expecting to graduate in May.

Jan. 16, 2012

For distribution of Master's theses/practica (to examining committee) by students expecting to graduate in May

Jan. 23, 2012

For reports on theses/practica (and the corrected copies of theses/practica), comprehensive examinations and M.Eng. projects to be submitted to Graduate Studies by students expecting to graduate in May

April 4, 2012

For receipt, by the Faculty of Graduate Studies, of Progress Reports for Master's and Ph.D. students

June 15, 2012

For receipt, in Graduate Studies Office, of Ph.D. theses (for distribution) from students expecting to graduate in October

June 11, 2012

For distribution of Master's theses/practica (to examining committee) by students expecting to graduate in October

June 18, 2012

Nov. 19, 2011

Report of the Senate Committee on Curriculum and Course Changes – Submitted to Senate for Concurrence Without Debate

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm. SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. Since last reporting to Senate, the Senate Committee on Curriculum and Course Changes (SCCCC) met on December 1, 2010, to consider curriculum and course changes from Faculties and Schools.

Observations:

1. **Faculty of Dentistry**

School of Dental Hygiene

The School is proposing introduction of two courses: **HYGN 4470 Community Health Independent Study 2 (3)**, and **HYGN 4490 Current Issues in Dental Hygiene (3)**.

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

The Collège is proposing the modification of ECON 1211 and ECON 1212 to add the restriction of newly approved courses: ECON 1010, ECON 1020, ECON 1011, ECON 1021; and the the modification of SPAN 1181, SPAN 1191, SPAN 1271, SPAN 2361, SPAN 2571 and SPAN 3461 to add the restriction of recently approved courses SPAN 1262 and SPAN 1272.

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 Dentistry, School of Dental Hygiene
Collège universitaire de Saint-Boniface

Respectfully submitted,

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

/mb

Faculty of Dentistry – School of Dental Hygiene

Introductions:

HYGN 4470 Community Health Independent Student 2 Cr.Hrs. 3 +3

This course is a continuation of HYGN 4460 (Community Health Independent Study) and provides a further opportunity for the student to build on the previous independent study course or focus on the design and/or implementation and evaluation of an additional health promotion program. In either case, students may choose from an oral health awareness raising event for the public, community-based oral health promotion activity, small-scale oral health promotion programming or similar community oral health project.

HYGN 4490 Current Dental Hygiene Issues Cr.Hrs. 3 +3

This seminar course focuses on current topics concerning the profession of dental hygiene in Canada and internationally. Exploration of global topics will enable the student to glean a broad view of the profession.

Program modifications:

Degree Completion Curriculum

<u>Prerequisite courses</u>	<u>Potential Electives – Not part of the Core Program (up to 21 Cr.Hrs.)</u>
Mandatory (6 Cr.Hrs.) STAT 1000 Basic Statistical Analysis (3) REHB 2450 Research Methods (or equivalent)(3)	HYGN 4500 Advanced Oral Pathology (UBC)(3) HYGN 4510 Microbiology & Immunology (3) HYGN 4470 Assessment & Treatment Planning for Advanced Periodontal Disease (3)
Dental Hygiene Core (Minimum 12 Cr.Hrs.) Mandatory Courses (2 Cr.Hrs.) HYGN 2380 Pain Management (2)	NURS 1260 Human Growth & Development (3) PHIL 1290 Critical Thinking (3)
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 4410 Dental Hygiene Practice Management and Leadership(3)	SOC 2490 Sociology of Health & Illness (3) SOC 3540 Sociology of Health Care Systems (3) HNCS 1210 Nutrition for Health & Changing Lifestyles (3) PHIL 2740 Ethics & Biomedicine (3) XXX.3XX Other free choice Electives (3-9)
HYGN 4460 Community Health Independent Study (3) HYGN 4470 Community Health Independent Study II (3) HYGN 4490 Current Dental Hygiene Issues (3)	

Collège universitaire de Saint-Boniface

Economics

Modifications:

ECON 1211 Introduction aux politiques et aux problèmes économiques canadiens Cr.Hrs. 3
(L'ancien 018.121) Une étude de principes majeurs qui sous-tendent et de certains facteurs qui influencent l'économie canadienne et de ses régions. L'étudiant(e) qui détient les crédits du ECON 1211 ne peut se faire créditer aucun des cours ECON 1210 (018.121), ECON 1200 (018.120), ECON 1201 (018.120), ECON 1010, ECON 1020, ECON 1011 ou ECON 1021.
Donné au Collège universitaire de Saint-Boniface.

ECON 1221 Introduction aux politiques et aux problèmes économiques mondiaux Cr.Hrs. 3 (L'ancien 018.122) Une étude de principes majeurs qui marquent l'économie mondiale et l'environnement. L'étudiant(e) qui détient les crédits du ECON 1221 (018.122) ne peut se faire créditer aucun des cours ECON 1220 (018.122), ECON 1200 (018.120), ECON 1201 (018.120) ECON 1010, ECON 1020, ECON 1011 ou ECON 1021. Donné au Collège universitaire de Saint-Boniface.

Spanish

Modifications :

SPAN 1181 Introduction à l'espagnol Cr.Hrs.6 (Anciens 122.118 et TRAD 1181) Pour étudiantes et étudiants n'ayant aucune connaissance de l'espagnol ou n'en ayant qu'une connaissance minimale. Accent mis sur le vocabulaire, la grammaire et l'acquisition d'aptitudes orales et écrites au moyen d'exercices divers et de pratique au laboratoire. Activités de laboratoire alternant avec des séances de conversation en groupes. La participation active est une exigence du cours. On ne peut se faire créditer SPAN 1181 (TRAD 1181 ou 122.118) et SPAN 1180 (044.118) ou SPAN 1190 ou SPAN 1191. Les étudiants et les étudiantes qui ont déjà obtenu crédit en SPAN 1261 (TRAD 1261 ou 122.126) ou SPAN 1262 ou l'ancien SPAN 1260 (044.126) ou SPAN 1271 (TRAD 1271 ou 122.127) ou SPAN 1272 ou l'ancien SPAN 1270 (044.127) ou SPAN 1280 ou SPAN 1290 ne peuvent pas suivre ce cours. Les étudiantes et les étudiants dont l'espagnol est la langue maternelle et ceux qui possèdent déjà les crédits du cours d'espagnol de secondaire 12e année ou l'équivalent ne peuvent s'inscrire à ce cours.

SPAN 1191 Introduction à l'espagnol II Cr.Hrs.3 Deuxième partie du cours SPAN 1181 Introduction à l'espagnol (le cours SPAN 1191 se donne à la session d'hiver). Ce cours est destiné aux étudiants qui connaissent déjà l'alphabet et le système de son espagnols, qui ont une compréhension élémentaire de la langue, et qui maîtrisent les bases de la communication et de l'écriture équivalentes à celle qui serait obtenues à la première session du cours SPAN 1181. On ne peut se faire créditer SPAN 1191 et SPAN 1181 ou SPAN 1180 ou SPAN 1190 ou les anciens TRAD 1181 ou 122.118 ou 044.118. Ce cours n'est pas disponible aux étudiants et les étudiants et les étudiantes qui on déjà obtenu crédit en SPAN 1261 ou SPAN 1262 ou SPAN 1271 ou SPAN 1272 ou SPAN 1280 ou SPAN 1290 ou les anciens TRAD 1261 ou SPAN 1260 ou 122.126 ou TRAD 1271 ou SPAN 1270 ou 122.127 ou 044.126 ou 044.127. Préalable: [l' équivalent en Espagnol 40S] ou l'autorisation écrite du professeur.

SPAN 1261 Espagnol intermédiaire Cr.Hrs.3 (L'ancien 122.126 et TRAD 1261) Révision intensive de la grammaire et du vocabulaire étudiés en SPAN 1181 (TRAD 1181) (SPAN 1180) ou en Espagnol 40S. Pratique et perfectionnement des connaissances en classe et au laboratoire. On ne peut se faire créditer à la fois le SPAN 1261 (TRAD 1261 ou 122.126) et SPAN 1262 ou l'ancien SPAN 1260 (044.126) ou SPAN 1280 ou SPAN 1290. Préalable: [au moins "C" dans le SPAN 1181 (TRAD 1181 ou 122.118) ou SPAN 1180 (044.118) ou SPAN 1191 ou SPAN 1190] ou [l'équivalent en Espagnol 40S] ou l'autorisation écrite du professeur. Donné au Collège universitaire de Saint-Boniface.

SPAN 1271 Espagnol oral I Cr.Hrs.3

(Anciens 122.217 et TRAD 1271) Pour étudiantes et étudiants de niveau intermédiaire qui ne parlent pas couramment l'espagnol et qui souhaitent perfectionner leurs compétences orales (compréhension, correction grammaticale). Pratique intensive de la langue parlée en classe et au laboratoire de langue à partir de thèmes de discussion contemporains et de sujets d'actualité, de politique et de culture, en rapport avec le monde hispanique. On ne peut se faire créditer SPAN 1271 (TRAD 1271 ou 122.217) et SPAN 1272 ou l'ancien SPAN 1270 (044.127) ou SPAN 1280 ou SPAN 1290. Préalable : une note minimale de C dans SPAN 1261 (TRAD 1261 ou 122.216) ou SPAN 1262 ou l'ancien SPAN 1260 (044.126) ou l'autorisation écrite du professeur.

SPAN 2361 Espagnol commercial Cr.Hrs.3

(Anciens 122.236 et TRAD 2361) Initiation au vocabulaire commercial et aux techniques d'écriture dans le domaine des affaires. Accent mis sur la composition appliquée au domaine commercial : rédaction de lettres, compte rendus d'activités ou de réunion, etc. Préalable : une note minimale de C dans SPAN 1261 (TRAD 1261 ou 122.126) ou SPAN 1262 ou l'ancien SPAN 1260 (044.126) ou SPAN 1280 ou SPAN 1290 ou l'autorisation écrite de la professeure ou du professeur.

SPAN 2571 El español a través del cine hispanoamericano Cr.Hrs.3

(Anciens 122.257 et TRAD 2571) Les cultures espagnole et latino-américaine à partir d'œuvres cinématographiques issues de ces cultures. Accent sur la discussion et l'expression orale. Préalable : une note minimale de C dans SPAN 1271 (TRAD 1271 ou 122.127) ou SPAN 1272 ou l'ancien SPAN 1270 (044.127) ou SPAN 1280 ou SPAN 1290 ou l'autorisation écrite de la professeure ou du professeur.

SPAN 3461 Littérature et civilisation d'Amérique latine Cr.Hrs.3

(Anciens 122.316 et TRAD 3461) Initiation aux grands auteurs d'Amérique latine, ainsi qu'aux caractères spécifiques des sociétés latino-américaines : valeurs, pratiques culturelles, mais aussi politiques, commerciales et professionnelles. Préalable : une note minimale de C dans SPAN 1261 (TRAD 1261 ou 122.126) ou SPAN 1262 ou l'ancien SPAN 1260 (044.126) ou SPAN 1280 ou SPAN 1290.

Corrections to November 10, 2010 Report of the Senate Committee on Curriculum and Course Changes

Faculty of Agricultural and Food Sciences

Introduction of AGECE 4550 Agroecology Research Project (6) should read
AGEC 4550 Project in Agroecology (6)

Faculty of Kinesiology and Recreation Management

Introduction of PERS 3102 Aboriginal Song and Dance (3) should read
PHED 3102 Aboriginal Song and Dance (3)

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

On behalf of Senate, to approve and inform Senate of all new offers and amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observations

At its meeting of November 8, 2010, the Senate Committee on Awards approved five new offers, five amended offers, and the withdrawal of three offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated November 8, 2010).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve five new offers, five amended offers, and the withdrawal of three offers, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated November 8, 2010). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

Appendix A
MEETING OF THE SENATE COMMITTEE ON AWARDS
November 8, 2010

1. NEW OFFERS

Joseph P. Boreskie Award in Family Medicine

In memory of their father, Dr. Joseph P. Boreskie, the Boreskie family has established an endowment fund at the University of Manitoba, with an initial gift of \$16,370 in 2010. In recognition of Dr. Boreskie's commitment and contributions to the practice of family medicine in rural Manitoba, the fund will be used to offer an entrance scholarship to students entering the Faculty of Medicine. The available annual interest from 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 Education Program in the Faculty of Medicine;
- (2) has declared rural status in the supplementary application to the Faculty and has scored high on the Faculty's rurality index;
- (3) provides a letter of interest in rural family medicine;
- (4) has ranked high on the Admission Composite Score.

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

Lorna Irene Eggertson Scholarship

Lorna Irene Eggertson has established an endowment fund at the University of Manitoba, with a bequest of \$150,000 in 2010. The purpose of the fund is to provide scholarship support for undergraduate students at the University. Initially, the fund will be used to offer scholarships for students in the Faculty of Science. The terms may be amended in the future to change the beneficiaries based on the University's priorities for undergraduate student awards. The available annual interest from the fund will be used to offer a variable number of scholarships, with a minimum value of \$1,000 each, to undergraduate students who:

- (1) have completed at least 24 credit hours of study;
- (2) are enrolled full-time in the Faculty of Science;
- (3) have achieved a minimum degree grade point average of 4.0.

The Lorna Irene Eggertson Scholarship may not be held with other University awards totalling \$2,500 or greater.

The selection committee will be named by the Director of Financial Aid and Awards (or designate).

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.

Barbara Jean Payne Memorial Award in Social Gerontology

Dr. Barbara Payne has bequeathed \$10,000 to the Centre on Aging at the University of Manitoba, to offer a scholarship for graduate students pursuing studies in social gerontology. Dr. Payne's research expertise was in the fields of social gerontology, health sociology, oral health and older adults, and successful aging. She received her PhD from the University of Toronto, Department of Behavioural Science, University of Toronto in 1994. That same year, she joined the Centre on Aging and the Department of Sociology as a Research Associate and Assistant Professor, and was subsequently promoted to the rank of Associate Professor in 1998. In 2004, she was appointed Senior Scholar St. John's College and in 2005 she joined the Department of Community Health Sciences, Faculty of Medicine. She received a Research Fellowship from the Centre on Aging in 2004-2005 and was appointed Acting Director of the Centre on Aging in 2009.

The scholarship will be offered until the capital and income have been exhausted. The value of the award may be adjusted in the final year. Each year, one scholarship valued at \$1,000, will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in a Masters or Doctoral program;
- (2) has achieved a minimum degree grade point average of 3.0 (or equivalent) based on the last 60 credit hours (or equivalent);
- (3) is conducting or will conduct thesis research in the area of social gerontology.

Candidates will be required to submit an application that will consist of a description of their proposed or ongoing research, a current academic transcript(s), and three academic letters of reference from professors at a post-secondary institution.

The award is not automatically renewable but previous recipients may apply.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Director, Centre on Aging to name the selection committee.

Troy Suelzle Memorial Award in Dentistry

In memory of Dr. Troy Suelzle (D.M.D./2001), his classmates and colleagues, Dr. Rick Mehta and Dr. Matt Danchuk, have established an endowment fund at the University of Manitoba, with an initial gift of \$5,000, in 2010. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The available annual interest from the fund will be used to offer one prize for a student who:

- (1) has completed the second year of the D.M.D. program, in the Faculty of Dentistry;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has shown the most improvement in crown and bridge fixed prosthetics, based on practical and didactic test scores, during the academic session for which the award is tenable.

The selection committee will be the Faculty of Dentistry Scholarship 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.

Western Manitoba Dental Society Bursary

The Western Manitoba Dental Society has established an endowment fund at the University of Manitoba, with an initial gift of \$10,868.91, in 2010. The fund will be used to offer bursaries for students in the Faculty of Dentistry. The available annual interest from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is a resident of Manitoba;
- (2) is a graduate of a rural Manitoba high school (i.e. outside of the City of Winnipeg);
- (3) is registered full-time in the Faculty of Dentistry, in the Doctor of Dental Medicine program;
- (4) has achieved a minimum degree grade point average of 2.0;
- (5) has demonstrated financial need on the standard University of Manitoba bursary application form.

In any given year that there is no qualified candidate from rural Manitoba, the bursary may be offered to any other student who is a resident of Manitoba and meets criteria (3) through (5).

The selection committee will be the Awards Committee of the Faculty of Dentistry.

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.

2. AMENDMENTS

Shirley Bradshaw Scholarship Fund

The following revisions were made to the terms of reference for the Shirley Bradshaw Scholarship Fund, which provide for one undergraduate scholarship and one graduate scholarship.

- The value of the undergraduate scholarship has been amended from: \$450 to: forty-percent of the available annual interest from the endowment fund.
- The value of the graduate scholarship has been amended from: \$500 to: sixty-percent of the available annual interest from the endowment fund.
- The description of the selection committee, which was previously named by the Director of Financial Aid and Awards, has been amended. The committee will now be named jointly by the Director of Financial Aid and Awards (or designate) and the Dean, Faculty of Graduate Studies (or designate).
- A number of editorial changes were made.

James Palmer Lewis Student Award

Several amendments have been made to the terms of reference for the James Palmer Lewis Student Award.

- Students in Year 4 of the Bachelor of Environmental Design program will now be eligible to hold the Award, in addition to students in Year 3 of the program. Graduate students in the following Masters' programs will no longer be eligible to hold the Award: Architecture, City Planning, Interior Design, Landscape Architecture.

- In criterion (2), the gpa requirement has been changed from: minimum cumulative grade point average of 3.5 based on the last two years of full-time study to: minimum degree grade point average of 3.5.
- A number of editorial changes were made.

Manitoba Women's Institute Bursary

Two changes have been made to the terms of reference for the Manitoba Women's Institute Bursary.

- A reference to 'cumulative grade point average' has been updated to 'degree grade point average.'
- The description of the selection committee has been changed from: the Dean of the Faculty of Human Ecology or designate, the President of the Manitoba Women's Institute or representative, and a representative of the Financial Aid and Awards Office to: the Student Standing and Awards Committee of the Faculty of Human Ecology.

Manitoba Women's Institute Bursary - Esther Thompson MacKay Memorial Bursary

Two changes have been made to the terms of reference for the Manitoba Women's Institute Bursary – Esther Thompson MacKay Memorial Bursary.

- A reference to 'cumulative grade point average' has been updated to 'degree grade point average.'
- The description of the selection committee has been changed from: the Dean of the Faculty of Human Ecology or designate, the President of the Manitoba Women's Institute or representative, and a representative of the Financial Aid and Awards Office to: the Student Standing and Awards Committee of the Faculty of Human Ecology.

Paul Stewart Memorial Transportation Prize

Several amendments were made to the terms of reference for the Paul Stewart Memorial Transportation Prize.

- The prize was formerly offered to the student who obtained highest standing in Transportation, Economics and Research (61.733). As the course is no longer offered, the prize will now be offered to a student who:
 - (1) has completed at least one year of study in the Faculty of Agricultural and Food Sciences;
 - (2) has achieved a minimum degree grade point average of 3.0;
 - (3) has achieved the highest grade in Transportation Principles (currently numbered ABIZ 2210) in the academic session for which the award is tenable.
- The description of the selection committee has been changed from: named by the Dean of Graduate Studies and will include the instructors of the courses [Transportation, Economics and Research (61.733)] to: the Awards Committee of the Faculty of Agricultural and Food Sciences.
- A number of editorial changes were made.

3. WITHDRAWALS

Gordon Arnott Bursary

Terms of reference for the Gordon Arnott Bursary, an annually funded award for undergraduate students in the Faculty of Architecture, were withdrawn at the request of the donor.

UMSU – Harold Buchwald Award for Outstanding Extracurricular Contribution

Terms of reference for the annually funded UMSU – Harold Buchwald Award for Outstanding Extracurricular Contribution were withdrawn at the request of the donor.

UMSU – I.H. Asper Award for Outstanding Extracurricular Contribution in Broadcasting and Journalism

Terms of reference for the annually funded UMSU – I.H. Asper Award for Outstanding Extracurricular Contribution in Broadcasting and Journalism were withdrawn at the request of the donor.

In Memoriam: Ms. Elva Motheral

(1926 – 2010)



Ms. Motheral was a graduate of the Faculty of Education and later a faculty member (1967-1989) in the Department of Curriculum, Teaching and Learning.

Ms. Elva Motheral passed away on October 23, 2010 at Riverview Health Centre, Winnipeg. Elva was born on the family farm at Snowflake, Manitoba. She received her early education at Snowflake School and attended United College in Winnipeg for Grade 12. She moved with her parents to Manitou in 1944. Elva taught school on permit from January to June 1945 at Lorne School in the Darlingford Area. She then went to United College where she obtained her Bachelor of Arts degree. This was followed by a year at the Faculty of Education, University of Manitoba. Later in her career she obtained M.A. and M.Ed. degrees at the University of Manitoba. Included in her teaching career were Boissevain and Manitou High Schools, Success Business College, and Isaac Newton High School which became Sisler Collegiate, Winnipeg. In 1967 she accepted a position as English Professor in the Faculty of Education, University of Manitoba, a position she held until her retirement in 1989. While there she co-conducted several summer study tours on Background of English Literature in England and Scotland. After retirement from the University of Manitoba, Elva acted as part-time Language Arts consultant for Frontier School Division. She truly enjoyed teaching and had a lasting interest in her students. Elva will be remembered for her love of and loyalty to her family and friends. A funeral service was held on October 28, 2010 in Manitou, MB. at Manitou United Church.

The following letter of tribute from one of her former students appeared in the Winnipeg Free Press letters to the editor section on November 1, 2011:

Dedicated Instructor

Many people forget to acknowledge that someone has made a positive effect on their lives. That was my realization when I read Elva Motheral's obituary (Oct. 27). With her open-mindedness, understanding and guidance, I became an educator. I worked in that career for 31 years until I retired two years ago. Throughout that time, I thought of her occasionally, using some of her strategies that she taught me. Most important, Miss Motheral taught me to be unbiased and to listen to my students before making a judgment, an evaluation or a reaction. She was a very dedicated instructor. On blistery January mornings, many of us standing outside her classroom door assumed that the wind would carry off her slight body far from the University of Manitoba and we could head to the cafeteria for coffee and idle conversations. We were wrong. What a collective sigh, albeit quiet, would occur when we would see her walking towards us carrying a load of books and smiling. She had a strong force of will. We faculty students created a myth about her. We imagined that when some student athlete twice her size informed her that an assignment was not completed, she would stand her ground and demand to know the reason until the miscreant caved in and told her the real excuse. Then she would inform the guilty party exactly what was to be done and the time frame it would be completed in. Oh, yes, the consequences would be very clear but fair. When I graduated from the faculty, I told her proudly that I was now a teacher. She replied that I was learning to become a teacher.

Thanks, Miss Motheral. You were definitely correct. Teaching is a life-long process.

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"/> University College of the North |
| <input checked="" type="checkbox"/> University of Winnipeg | <input type="checkbox"/> Red River College |
| <input type="checkbox"/> Collège universitaire de Saint-Boniface | |

Program Overview

☐ Program Name: **Community Recreation and Active Living (CRAL) – working title**

☐ Credential to be offered: Diploma (as an extension to the 5 course Certificate in Interdisciplinary Studies: CRAL Certificate)

☐ Does the program require accreditation from a licensing group? ☐ YES ☒ NO
If yes, name group

☐ Length of the program: 2 years ☒ Years ☐ Months ☐ Semesters

☐ Proposed program start date: 01 / 09 / 2011
Day/Month/Year

☐ Which department(s) within the institution will have responsibility for the program?
Kinesiology and Recreation Management (University of Manitoba)
Kinesiology and Applied Health (University of Winnipeg)

The arrangements for the joint governance of the diploma will be arranged along the lines of the UM/UW graduate program agreement.

☐ As compared to other programs your institution will be proposing, is the priority of this program:
☒ High
☐ Medium
☐ Low

☐ Is this a new program? ☒ YES ☐ NO

☐ Is this a revision of an existing program: ☐ YES ☒ NO
If YES, name program
What are the impacts of changing this program?

☐ Will the program be available to part-time students? ☒ YES ☐ NO

☐ Will this program have a cooperative education component? ☐ YES ☒ NO
If YES, how long with the field placement be?

(However, students will have the opportunity to take, on a part-time basis, PHED 3760 Diverse Populations Mentorship, an experiential learning course which includes on-site learning opportunities in a multicultural school context)

☐ 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

Yes, Red River College and other college courses may be accepted as prior learning, as well as work experience.

☐ Will there be distance delivery options? ☒ YES ☐ NO
Provide Details

PERS 1200 Physical Activity, Health and Wellness is currently offered through Distance Education, and PERS 1400 Concepts of Recreation and Leisure is offered on-line (UM). PERS 1200 has also been offered twice in Thompson, MB by Inter-Universities North, where it was an elective in the Northern Social Work program. Both the Faculty of Kinesiology and Recreation Management (UM), and the Department of Kinesiology and Applied Health (UW) plan to develop more distance and on-line courses.

☐ Will this program be delivered jointly with another institution? ☒ YES ☐ NO

If YES, name the institution

The program will be delivered jointly by the University of Manitoba and the University of Winnipeg.

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

University College of the North (UCN) offers an 18-month Certificate program in Recreation Leadership, which "provides knowledge and skills required to provide assistance and support to professionals in a variety of settings involving recreation, program planning, and community development". The program has been offered in Split Lake, Norway House and Cross Lake. The CRAL diploma will have a broader focus, and will integrate "active living", including fitness leadership, physical activity for chronic disease prevention, as well as courses related to sport and coaching. In addition, the CRAL diploma will be delivered in the City of Winnipeg, potentially expanding to other locations if demand warrants. UCN also offers the Eco-Adventure Tourism Certificate and the Tourism Business Development Certificate, which can be combined to form the Eco-Adventure Tourism Diploma. Various "clusters" of certificates can be completed in from five to eight months, and may be ladder to the diploma over 16 months. There is very little overlap between these programs and the CRAL diploma, except for an emphasis on leadership and planning. The latter programs are delivered primarily at The Pas Campus of Keewatin Community College, and are not available to students in Winnipeg.

Extended Education (Aboriginal Focus Programs) at the University of Manitoba offers an Aboriginal Community Wellness Diploma (ACWD). This diploma is holistic in its approach, incorporating "knowledge of 'western' concepts and traditional philosophies and knowledge systems of Aboriginal people as they relate to mental health and wellness". It is intended primarily for social services workers. The program currently available is "Traditions of Healing for Societies Today", with specializations in Wellness, Addictions, Sexual Health HIV/STI's. A specialization in Diabetes has also been proposed. Although the focus is somewhat complimentary to the CRAL diploma, the majority of content is distinct between the two programs. Program outcomes, potential jobs and employers also differ. The ACWD is 60 credit hours compared to the 30 credit hours proposed for the CRALD.

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

- Agreement with the Urban and Inner City Studies program (University of Winnipeg) to transfer credits between programs.
- Agreement with the Faculty of Social Work, Inner City Social Work program (University of Manitoba) to transfer credits between programs.
- Agreement with Extended Education, ACWD, to transfer credits between programs.
- Articulation with Red River College regarding a block transfer of credits (e.g. Recreation Facilitator for Older Adults, Community Development, and Aboriginal Governance programs)
- Articulation with Recreation Leadership Certificate Program at UCN

Specific Program Information

1. Program Description

☐ Describe the program and its objectives:

The purpose of the *Community Recreation and Active Living (CRAL)* diploma is to tap into the enormous potential of Aboriginal and inner city Winnipeg communities in the area of community recreation and active living. Working in collaboration with community partners, the CRAL diploma provides access to meaningful and relevant university courses related to physical activity, sport, recreation, fitness, health and wellness that have been enhanced by incorporating Aboriginal perspectives and/or adapted for delivery in the community. The diploma will be located at the William Norrie Centre on Selkirk Avenue, site of classrooms, offices, library and computer facilities.

The proposed CRAL diploma consists of 10 courses (3 credit hours each equivalent to 36 hours of instruction time/course) for a total of 30 credit hours. The courses include a combination of theory and practice (i.e., 'experiential learning courses'), are delivered in the community and are

inclusive of Aboriginal perspectives.

Ultimately, students who successfully complete the program will exit with:

- 1) enhanced education and training in the area of sport, recreation and physical activity leadership;
- 2) university course credits that can be directly transferred into the related degree programs:
 - Bachelor of Kinesiology (UM)
 - Bachelor of Physical Education (UM)
 - Bachelor of Recreation Management and Community Development (UM)
 - Bachelor of Arts (Kinesiology and Applied Health, UW)
 - Bachelor of Social Work (UM)
 - Bachelor of Arts (Urban and Inner-City Studies, UW)

The CRAL diploma can be delivered over a two-year period, with five courses offered each year. A cohort of students can be drawn from individuals working with community agencies (i.e., mature students), Aboriginal youth and/or recent high school graduates.

The intent is to ladder the CRAL diploma from a five-course (15 credit hours) Certificate in Interdisciplinary Studies (Faculty of Extended Education, U of M: CRAL Certificate) to allow multiple exit points (courses, certificate, diploma, degree), leading to further study or to paid work. This format will increase opportunities for success, and enable students to achieve different goals. Both the certificate and diploma will adopt a mentorship approach to further facilitate student success. This approach is exemplified by the course PHED 3760 Diverse Populations Mentorship, and is proving successful in pilot courses offered to date.

Background Development

The proposed *Community Recreation and Active Living* diploma has been under development since 1999, when the Faculty of Kinesiology and Recreation Management (FKRM) at the University of Manitoba received an Employment Equity Incentive Grant to aid in recruitment and retention of Aboriginal students. The need for a long-term plan was apparent, and led to community consultations beginning in 2003 with rural and urban Aboriginal community groups (including the Northern Interlake Recreation Association, Peguis First Nation, urban Winnipeg community groups, Children of the Earth High School, Skownan First Nation, and The Pas). These consultations were led by the Faculty of Kinesiology and Recreation Management at the U of M, in partnership with the Aboriginal Focus Programs (Extended Education), and funded by the U of M Strategic Development Fund. On March 2nd, 2005, the Faculty Council of the FKRM supported a motion to support the CRAL diploma in principle.

Adopting a model recommended by the Aboriginal Focus Programs, our faculty also received funding from the U of M Major Community Outreach Award to "enhance" three courses by adding Aboriginal perspectives. In 2005-2006, revisions were completed for PERS 1400 Concepts of Recreation and Leisure, PERS 2200 Program Planning Principles, and PERS 1200 Physical Activity, Health and Wellness.

In the spring of 2009, FKRM Dean Jane Watkinson met with David Fitzpatrick (Dean of Arts, University of Winnipeg) to initiate talks regarding a possible collaboration between the two universities on the delivery of the CRAL diploma. The Director of the Urban and Inner-City Studies program at U of W, as well as the Director of the Inner-City Social Work program at U of M are actively involved in the CRAL diploma planning process. Collaboration between the two institutions will enhance delivery of the diploma, as well as opportunities for students who wish to carry on beyond the diploma (i.e., transfer CRAL credits to a variety of degree programs). Faculty Council of the FKRM at U of M unanimously approved the CRAL diploma in the spring of 2010.

Community-Based in the North End of Winnipeg

Development of the CRAL diploma has been 'energized' by the involvement of a variety of Aboriginal community groups from the north end of Winnipeg (including Ndinawe, the North End Community Renewal Corporation, The Families And Communities Together (FACT) Coalition), the Manitoba Métis Federation, the City of Winnipeg, and the Winnipeg Regional Health Authority. In 2009, north end Winnipeg Aboriginal community partners worked with the FKRM to fund the delivery of two pilot courses, one completed in the spring (PHED 3770, *Aboriginal Games and Activities*, student tuition funded by a grant from the City of Winnipeg) and one completed in the fall (PERS 2100, *Introduction to Professional Practice*, student tuition funded by The FACT Coalition and the Assiniboine Credit Union). PHED 3760, *Diverse Populations Mentorship* was offered in the winter of 2010. KIN 2305, *Issues in Health*, the first course to be offered by the University of Winnipeg, was successfully completed in the spring of 2010.

Support for the CRAL diploma was enhanced substantially in January 2010, when the FKRM, together with the Departments of Inner City Social Work and Community Health Sciences received a University of Manitoba Academic Enhancement Fund grant "Building the University's Commitment to Disadvantaged Children". This project aims to enhance opportunities and

improve outcomes of children in the core area, by building on existing initiatives and developing a strong and sustainable infrastructure over the next two years. Relationship building will be a large focus of this project, which is centred at the UM William Norrie Campus on Selkirk Avenue. Intended outcomes include development of local capacity, knowledge translation, and advocacy, as well as contribution to the WRHA community health assessment. Development of the CRAL diploma is a goal of the project, and a large portion of the \$75,000 grant will be used to hire a community outreach coordinator who will facilitate community development, including establishment of the necessary infrastructure and supports for the CRAL diploma.

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

The diploma will consist of 10 courses (30 credit hours), seven core courses (two courses each from FCRM at U of M and KAH at U of W, one from either FCRM or KAH, and one each from Inner City Social Work and Urban and Inner City Studies), and three electives. Many of the courses offered by FCRM and KAH have been granted transfer equivalency by both universities. Course offerings will be flexible to allow full-time students to complete the diploma in two years, and part-time students to complete the program over a more extended period.

Core Courses	Elective Courses
PERS 2100 Professional Practice (UM)	PHED 2740 Fitness Theory and Practice (UM) or KIN 2304 Scientific Principles of Fitness and Conditioning (UW)
PHED 3770 Aboriginal Games and Activities (UM)	PHED 3720 Coaching Theory Practice (UM) or KIN 1200 Principles of Coaching (UW)
KIN 2100 Leadership in Sport (UW)	PHED 3760 Diverse Population Mentorship (UM)
KIN 2305 Issues in Health (UW)	PERS 1200 Physical Activity Health and Wellness
PERS 2200 Program Planning Principles (UM) or KIN 2101 Program Planning in Sport (UW)	PERS 1400 Concepts of Recreation and Leisure
SWRK 2080 Interpersonal Communications (UM)	PERS 4200 Aboriginal Song and Dance (UM)
UIC 2020 Colonization and Aboriginal Peoples (UW)	KIN 1109 Instructing Sport and PA (UW)
	KIN 2400 Teaching Games for Understanding (UW)
	KIN 2710 Human Movement Principles (UM) or KIN 2206 Movement Education (UW)
	CAW 1105 Academic Writing (UW)
	ARTS 1110 Introduction to University (UM) or DMISC 16476 Introduction to University (UW)
	UIC 1001 Introduction to Urban Studies or UIC 2001 Community Development, Community Economic Development
	SWRK 2070 Small Group Dynamics

The following list describes all required and elective courses:

University of Manitoba (FCRM)

- PERS 1200 Physical Activity Health and Wellness: The importance of physical activity for health and wellness - theories, determinants and strategies for promoting healthy behaviours.
- PERS 1400 Concepts of Recreation and Leisure: The nature and scope of recreation and leisure, past influences and implications for the future.
- PERS 2100 Introduction to Professional Practice: Foundational knowledge and skills for working within the sport and recreation field.
- PERS 2200 Program Planning Principles: Foundational knowledge and skills related to program design and delivery.
- PERS 4200 Special Topic: Aboriginal Song and Dance: Cultural song and dance traditions from Manitoba's diverse indigenous populations.
- PHED 2710 Human Movement Principles: An introduction to the principles of inclusive physical education, integrating theory, practice and guided reflection pertaining to the

- development of fundamental movement skills and strategies applied to educational games, gymnastics and dance. (Experiential Learning Course (ELC))
- PHED 2740 Fitness Theory and Practice:* Theory and practice related to fitness programming and assessment. (ELC)
- PHED 3720 Coaching Theory and Practice:* Theory and practice related to coaching at the community level.(ELC)
- PHED 3760 Diverse Populations Mentorship: Guided practical experience working within the Aboriginal Youth Mentor program.(ELC)
- PHED 3770 Aboriginal Games and Activities: Cultural games and traditions representing Manitoba's Indigenous populations. (ELC)

* students who complete these courses can write the tests and complete the practical components related to certification as a Manitoba Fitness Council Group Fitness Leader and/or as a trained National Coaching Certification Program Coach

University of Winnipeg (KAH)

- KIN 1200 Principles of Coaching: An introduction to key components of successful coaching including: planning, values & ethics, skill analysis, motor learning, sport psychology and physical training.
- KIN 2100 Leadership in Sport: Exploring leadership theory to help the student uncover their own leadership framework.
- KIN 2101 Program Planning in Sport: Analysis of the planning process as it relates to the delivery of sport programs.
- KIN 2304 Scientific Principles Fitness and Conditioning: The application of the physiological principles of training and conditioning methods including fitness evaluation and exercise prescription.
- KIN 2305 Issues in Health: A look at contemporary issues in health to promote healthy decisions.
- KIN 1109 Instructing Sport and Physical Activity: Introduction to the teaching of a preselected sport or physical activity such as track and field, soccer, or dance. (ELC)
- KIN 2206 Movement Education: Theory and practice of movement education and its application to contemporary physical activity programs. (ELC)
- KIN 2400 Teaching Games for Understanding: A 'learner centered' approach that develops the skills and strategies necessary to be successful in games. (ELC)

University of Manitoba (Inner City Social Work)

- SWRK 2070 Small Group Dynamics: Group norms, values and goals as they relate to decision-making and communication patterns in groups.
- SWRK 2080 Interpersonal Communication Skills: A basic core of interpersonal skills for communicating effectively and for establishing and maintaining relationships in one-to-one and group situations. Emphasis is on experiential learning using a variety of techniques.

University of Winnipeg (Urban and Inner-City Studies)

- UIC 1001 Introduction to Urban Studies: This course examines the dynamics that drive urban change, the social impacts of that change, the inter-relationships of different parts of cities, and the role of governments in shaping cities.
- UIC 2001 Community Development/Community Economic Development. This course examines the principles and philosophy of CD and CED, with an emphasis on such inner-city issues as neighbourhood revitalization, housing rehabilitation and employment development and training.
- UIC 2020 Colonization and Aboriginal Peoples. This course examines the impact that colonization has had and continues to have on Aboriginal peoples, and identifies processes and strategies for decolonization.

Introductory Courses (UM and UW)

- ARTS 1110 Introduction to University: Designed to help students make the transition from high school, college or work-place to university, it offers a unique combination of educational principles, practical skills, regular assignments, and the support of a group of fellow students. (UM)
- DMISC 16476 Introduction to University: To provide practical strategies for more efficient reading and writing, note-taking and studying. (UW)
- CAW 1105 Academic Writing: To prepare first year students with academic writing to facilitate success in university. (UW)

2. Enrollment

□What is the program's initial projected enrollment? 15 students/year

□What is the projected enrollment for the 2nd and 3rd years?

Year 1: 15 with the intent of increasing this intake

Year 2: 30 (15 plus 15) (with potential to expand numbers if interest warrants)

As the goal will be to admit 20 students/year after year 2, we estimate 35 students in year 3 (20 plus 15), and 40 students in year 4 (20 plus 20). Although these projections do not account for the expected attrition or for students proceeding on a part-time basis, they provide a basis for planning. Based on the high demand for inner city Winnipeg university programs, including Inner City Social Work (UM) (yearly intake of approximately 25 full-time and 25 part-time students), and Urban and Inner City Studies (UW) (presently delivering over 100 Full Course Equivalents per term), we are confident that we will meet our initial enrollment target of 15 students.

Enrollment in UICS has increased steadily since its inception in 2007, and includes a significant cohort of staff members from Ma Mawi Wi Chi Itata Centre. The proposed CRAL program has the added advantage of flexibility (exit points range from 1-year certificate to 4-year degree), and breadth (after completing the diploma in recreation and active living, students may transfer credits towards related degrees in Kinesiology, Recreation Management or Physical Education, or further attend to degrees in Social Work or Urban and Inner City Studies). The long-term objective is to expand the program beyond the urban Winnipeg location.

□Describe the expected student profile?

Inner city, urban, north end Aboriginal and non-Aboriginal residents, including newcomers and recent immigrants to Canada. We anticipate both mature students, many of whom are already working in the community in the areas of community development, recreation and active living, as well as recent high school graduates, including those who have been in the Aboriginal youth mentor programs. The flexible nature of the program (certificate/diploma/degree) will be attractive to students who hesitate to commit initially to a 4-year degree, yet wish to leave this option open. Similarly, the program will appeal to students who may need more academic supports before applying to a degree program, for example those who have been away from school for some time, or for whom English is not a first language.

3. Labour Market Information

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

The City of Winnipeg, non-profit community organizations (e.g., Ndinawe, WASAC), and health promotion groups (e.g., Diabetes Integration Project) have all expressed a need for educated employees with leadership skills in the areas of fitness, health promotion, recreation, physical activity and sport. The following are examples of the career opportunities and types of employers that will be open to the CRAL diploma graduates:

Fitness, Health and Active Living

Career Opportunities:

- Fitness Leader
- Chronic Disease Prevention
- Health Promotion
- Physical Activity and Aging

Potential Employers:

- Diabetes Integration Project
- Seniors' Centres
- Community Clinics
- Not-for-profit Organizations
- Bison Sport and Active Living (University of Manitoba)

Community Development and Wellness

Career Opportunities:

- Rural or Urban Recreation Director
- Seniors' Programs
- Youth and Children's Programs
- Recreation and Leisure Programs
- Physical Activity Programs
- Community Development Coordinator

Potential Employers:

- Winnipeg Regional Health Authority
- City of Winnipeg
- Winnipeg Boys and Girls Club
- North End Wellness Centre
- North End Y
- Community Centres
- Neighbourhood Renewal Corporations
- Women's Resource Centres
- Youth and Family Organizations
- Siloam Mission

- Rossbrook House
- North End Community Renewal Corporation
- The FACT Coalition
- Aboriginal organizations, for example:
 - Ndinawe
 - Ma Mawi Wi Chi Itata Centre (Ma Mawi)
 - Ka Ni Kanichihk Inc.
 - Aboriginal Centre of Winnipeg, Inc.
 - Winnipeg Métis Association, Inc.

Sport Management

Career Opportunities:

- Sport Administrator
- Event Organizer
- Youth Sport Programs

Potential Employers:

- University of Manitoba, Bison Sports
- University of Winnipeg, Wesmen Athletics
- Manitoba Aboriginal Sport and Recreation Council
- Winnipeg Aboriginal Sport Achievement Centre
- True North Sports and Entertainment Inc.
- Sport Associations

Community Tourism and Recreation

Career Opportunities:

- Event Management
- Community Festivals
- Recreation Leader
- Children and Youth Programs
- Outdoor Recreation

Potential Employers:

- Travel Manitoba
- Parks Canada
- Manitoba Conservation
- First Nation Communities
- Not-for-profit Organizations
- Festival Associations

Community consultations have been held with numerous stakeholders over the past five years:

i) Aboriginal Education Centre, University of Manitoba (April 5, 2005)

The CRAL diploma working group invited community professionals who have been working in the areas of sport, recreation, and healthy living to participate in a community – University consultation session. During this session, they discussed ideas about curriculum design, and development of the proposed CRAL diploma.

The community professionals who were invited to the consultation session work with Aboriginal and non-Aboriginal people in both rural and urban settings. They represent a number of individuals and organizations who develop and deliver programs in the areas of sport, recreation, and healthy living, including government, the public and Aboriginal school systems, and Aboriginal organizations (Aboriginal Health Services, WRHA; Public Relations & Recruitment, Faculty of Human Ecology, U of M; Aboriginal Sport and Recreation Program, Sport Manitoba; Aboriginal Focus Programs, U of M; Community Groups, City of Winnipeg; R.B. Russell School; Aboriginal Health & Wellness Centre; Aboriginal Women's Advisory Council; Community Health & Wellness Coordinator; ACCESS program, U of M; COTE TY program; Vision Seekers, Skownan; Children and Education/Aboriginal Education, Health & Nutrition; Recreation Facilitator, Children & Youth, Spence Street Neighbourhood; Hockey School Business).

The invited participants and the CRAL working group engaged in both small and large group discussions centred on topics that were provided by the working group. As a result of these discussions, we identified several issues that were raised by participants in a number of different areas.

Participants had many helpful suggestions about what should be included in the curriculum of the program. In addition to basic academic skills, participants felt that more practical information should be included to better prepare graduates for the less than ideal conditions of many rural communities. Many participants suggested that the diploma should have a practicum component. Some history of Aboriginal peoples should also be in the curriculum, as should learning about how band and government systems work. The program should have a strongly Aboriginal focus, both in curriculum and methods of delivery, while at the same time respecting the cultural and racial diversity of potential cohort groups.

Many participants indicated that the working group would need to work closely with community members before, during and after the program was run in their community. Aboriginal Focus Programs has always established and maintained these community relationships but not to the

extent that was suggested in the consultation session. Students who complete the program will also need to know how to work with communities and how to form other partnerships, such as with government and non-government organizations.

Overall, many of the participants in the community consultation stated that there is a real need for the CRAL diploma and for graduates from this diploma in communities. The information that could be offered in the diploma would be helpful to people who are working in communities now and also to people who may do so in the future.

ii) Skownan First Nation (March 8, 2006): A group of community members from Skownan First Nation who participate in the Career Trek program joined the FKRM and Aboriginal Focus Programs for a consultation that was facilitated by Ken Catcheway, a Vision Seekers Community Facilitator. Feedback from the Skownan community participants was provided regarding the relevance of a proposed CRAL diploma in terms of meeting the needs in the Skownan community. While there was general agreement for the value of the course content that would be offered in the diploma, the need for courses to have immediate relevance to the community was highlighted. Of note, based on this evening consultation, the idea for three credit hour "experiential learning courses" was brought forward to the FKRM's Curriculum Review Committee for consideration. As a consequence, new experiential learning courses were developed and are now part of the Bachelor of Physical Education degree as well as the proposed CRAL diploma.

iii) Children of the Earth School (March 10, 2006): A group of eight high school students and one teacher participated in a one hour focus group consultation. Students expressed interest in the overall concept of the CRAL program, and were surveyed regarding their interest in potential courses on offer. Students appreciated the idea of taking courses in the north end.

iv) The Pas, Manitoba, March 14, 2006: As with the previous consultations, community members and professionals from the region of The Pas and Opaskwayak Cree Nation (including officials from University College of the North/UCN) were asked to discuss the need for health promotion, physical activity, recreation and nutrition. Participants also identified the key knowledge areas that need to be part of the course content, as well as a process for moving forward on the proposed diploma. Dr. Stan Wilson, Dean of Education at UCN attended the session, and we discussed opportunities for collaborating with UCN in the future.

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

The City of Winnipeg is supporting pilot courses toward the diploma, and has indicated that hiring qualified inner-city and urban Aboriginal graduates in the areas of fitness, health promotion, recreation, physical activity and sport is a high priority. In addition, many rural and northern communities have expressed a need for qualified employees in these areas.

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

The recognized value of physical activity, recreation and sport to overall health and well-being, and the demonstrated lack of educated, skilled leaders in these fields, suggests that the forecast for future jobs is very promising.

Note that in the delivery of two pilot courses, some of the students in the courses are already working within these capacities, but do seek formal education and skill development.

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

Education and training are the cornerstones of Manitoba's economy. "Focusing on skills and knowledge" is point three of a 10-point economic plan introduced in the 2008 Speech from the Throne (Harvard 2008). The province recognizes that investments in education, training and skills development will help Manitoba prosper in the knowledge-based economy. In the 2009 Budget Speech, Premier Selinger indicated that the way to move forward and to build our province's future is to invest in our greatest resource – the people of Manitoba (Selinger, 2009). He also stated that all Manitobans should have the opportunity to go to college or university, and that encouraging disadvantaged students to stay in school and consider a post-secondary education is a high priority. This priority was confirmed in the 2009 Speech from the Throne, which stated "improving education outcomes and graduation rates for First Nations students is one of the most important challenges we face as a province. Recent urban immigration trends indicate that newcomer populations are increasing in Winnipeg.

Success in this area will mean a brighter future for all of our communities and stronger prospects for the economy as a whole (Lee, 2009). Agreements have been made to promote school readiness programming, and to expand course offerings to First Nations students, both goals of the CRAL diploma. The province is also expanding the Bright Future's Fund to support new

youth-oriented initiatives. Expanding Manitoba's skill base, and opening new opportunities for youth are critical to increasing our competitive advantage in the long-term, as are Aboriginal Training programs (Harvard, 2008). Pathways to Education, the highly successful high school support program started in 2001 in Toronto's low-income Regent Park, is just getting underway in Winnipeg's North End. Administered through the Community Education Development Association (CEDA), Pathways will provide a range of supports to North End Winnipeg junior high and high school students, and is likely to have a significant effect on high school graduation rates, which according to Manitoba Centre for Health Policy data are currently much lower in the North End than in other parts of the city. This will be likely to increase the numbers of students interested in and capable of benefiting from our Community Recreation and Active Living diploma.

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

Since 2003, the FKRM at the U of M has been consulting with a variety of community groups and partner organizations (see background description above).

Over the next year, the following agencies, groups and institutions will be contacted to provide direct consultation on the CRAL diploma:

University of Manitoba (various departments, including the Aboriginal Student Services)

University of Winnipeg (various departments, including the Aboriginal Student Services)

City of Winnipeg

North End Community Renewal Corporation

The FACT Coalition

Ndinawe

Ma Mawi Wi Chi Itata

Diabetes Integration Project (Four Arrows Regional Health Authority)

Winnipeg School Division Schools (e.g., Children of the Earth High School, R.B. Russell High School, etc).

□ Is there any other information relevant to this program?

University of Manitoba

Facilitating Aboriginal achievement is a top priority of the University of Manitoba (Strategic Planning Framework, 2009-2014). The University of Manitoba is committed to work with a variety of partners to make Winnipeg the national centre of excellence in Aboriginal education. To enable Aboriginal students to prepare for, and to achieve success in the full range of academic programs, the University is allocating resources to identify impediments to participation and success, and to develop measures to address these impediments. Implementing the CRAL diploma, with laddering from certificate to degree, is part of this plan.

For more than forty years, the Faculty of Kinesiology and Recreation Management (formerly the Faculty of Physical Education and Recreation Studies) at the University of Manitoba has provided service to the community through its core purpose: to improve the health and well-being of Manitobans. The Faculty mission: *Discover and disseminate knowledge related to physical activity, human movement, sport, and leisure to improve the health, well-being and quality of life of Manitobans, Canadians, and citizens of the world.* For the past ten years, the FKRM has directed energy and resources toward improving its research, teaching and service in relation to Aboriginal peoples. Scholars associated with the Faculty's research arm, the Health, Leisure and Human Performance Research Institute, have undertaken a number of community-based research initiatives in partnership with schools and Aboriginal communities. Working in partnership with the Government of Manitoba, the FKRM created an Aboriginal Scholar Position in the area of Physical Activity, Sport and Recreation, a model that has since been adopted in other universities across Canada. A cornerstone of the FKRM's recent initiatives has been the Aboriginal Youth "Healthy Living" Mentor programs, which have evolved out of two significant studies funded by the Social Sciences and Humanities Research Council of Canada. In the Aboriginal youth mentor programs, university students work with Aboriginal (and other) high school students to develop and deliver an after school physical activity, nutrition and educational after school program for early years children at neighbouring schools. As a long term vision for recruitment and retention of Aboriginal (and other under-represented groups), high school mentors who graduate will be encouraged to participate in the CRAL diploma, at which point they will be guaranteed jobs as 'university mentors' in the mentor programs.

University of Winnipeg

The University of Winnipeg has a strong commitment to accessible education for our Aboriginal community. This past year, President Lloyd Axworthy commissioned a task force entitled President's Task Force on Athletics and Academics: Enhancing Excellence. The mission of the task force was: *"The University of Winnipeg will develop, implement, and promote academically relevant athletics, intramural, wellness, and instructional physical activity and sports programs that provide increased participation opportunities and*

benefits for University students, staff, faculty, and the Community." Target populations of the Task Force included the aboriginal community

"Our programs and proposed facility will target the populations in our midst: Aboriginal/Indigenous peoples, International students (including those who will be living in residence at the new McFeetor's Hall, new Canadians (with immigrants usually finding an initial home in a city's core area); and inner-city children and youth."

"One of the key recommendations of the Task Force is to reinstitute an updated Community Access Program."

The establishment of the CRAL diploma and its location in Winnipeg's North End for the purpose of attracting 'non-traditional' students is completely consistent with the mission and strategic plan of the UW. *The University of Winnipeg Strategic Plan 2004-2010* says, under the heading of "Mission":

We view both accessibility and excellence as important goals, and will endeavour to make the University as accessible as we can while maintaining high standards of quality in our academic programs.

Under the heading of "Values" *The University of Winnipeg Strategic Plan 2004-2010* says:

Above all, we value what makes this University distinctive: its history of excellence and social consciousness; its student body, drawn from a diverse population of ethnicities, income levels, ages, and cultures; and its belief that a liberal education, when taught in an exciting, creative, and humane way, can have transforming effects on individual lives, and on society as a whole.

And under the heading "Mission Restated", on page 4, *The University of Winnipeg Strategic Plan 2004-2010* says:

Our central mission, to provide a liberal education in the Arts and Sciences, predisposes us to embrace rather than fear the future, to be open to new ideas and to be changed by them. We continue to believe that this mission implies openness to participation by the broadest possible spectrum of society, and to the institutional changes such participation may necessitate.

The establishment of a CRAL diploma located in the North End for the purpose of improving accessibility to post-secondary education for "non-traditional" students—North End residents; Aboriginal people; newcomers to Canada—is therefore completely consistent with *The University of Winnipeg Strategic Plan 2004-2010*, and consistent as well with the recent internal UW document titled: *The University and Community Learning: An Evolving Mission*, a policy paper prepared by Lloyd Axworthy, President and Vice-Chancellor of the University of Winnipeg, Fall 2009.

The Department of Kinesiology and Applied Health at The University of Winnipeg has a wide and varied program of study including teacher preparation, exercise science, athletic therapy, coaching and personal fitness training. Students also have the option of pursuing a major in Kinesiology – General Studies which, when combined with other courses can open doors in sports marketing, adapted physical activity, physical activity for the aging population, physical activity for chronic disease, sport psychology among others.

The mission of the Department is "To provide an environment where students in Kinesiology and Applied Health can pursue their potential through our commitment to excellence in teaching, research, and community service."

4 Financial Information

Full budget details will be submitted in the final proposal.

□Projected Program Costs:

The primary program cost will be staffing, including salary costs at the baseline level of Assistant Professor to replace the University of Manitoba professor who will assume the position of full time Program Director. The Program Director's responsibilities will be the equivalent of 50% administration and community outreach, and 50% teaching (i.e., two courses per year). The full

time Program Coordinator will have three primary responsibilities: community outreach, program administration, and student support and academic advising. Stipends will be required for instructors for seven courses per year (when the program is at capacity), however several other courses will be available at no cost to the program (those offered by Inner City Social Work, Urban and Inner-City Studies, Distance and On-line, and on-campus introductory level courses). Other expenses include operating costs, however much of these will be contributed in kind.

□Projected Program Revenue:

Tuition and other student fees will be the primary source of program revenue. These fees may be student funded, or community or Band sponsored. Students will also have access to ACCESS Program Bursaries. We have learned from our delivery of pilot courses, all of which were funded through small grants from community groups and/or the City of Winnipeg, that there may be an interest by local community groups to sponsor some students in the program. UICS has also been successful in receiving sponsorship for students who are working with inner-city community-based organizations and who enroll on a part-time basis. This type of sponsorship and/or funding may be sought in the future as a means to support those students with interest and ability, but lacking in financial resources to pursue the CRAL program.

Submitted by:

JANE WATKINSON
Name (print)

Position

J. Watkinson

Signature

Aug 20, 2010
Date

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"/> University College of the North |
| <input type="checkbox"/> University of Winnipeg | <input type="checkbox"/> Red River College |
| <input type="checkbox"/> Collège universitaire de Saint-Boniface | |

Program Overview

☐ Program Name: Internationally Educated Agrologists Program (IEAP)

☐ Credential to be offered: Certificate

☐ Does the program require accreditation from a licensing group? ☒ YES ☐ NO
If yes, name group: Manitoba Institute of Agrologists (MIA)

☐ Length of the program: 1 ☒ Years ☐ Months ☐ Semesters

☐ Proposed program start date: 01 / 04 / 2012
Day/Month/Year

☐ Which department(s) within the institution will have responsibility for the program?
Faculty of Agricultural and Food Sciences/Dean's Office

☐ As compared to other programs your institution will be proposing, is the priority of this program:
☒ High
☐ Medium
☐ Low

☐ Is this a new program? ☐ YES ☒ NO

This is a program that has been funded by the Government of Manitoba, through the Department of Labour and Immigration (LIM), for the last four years, as a pilot project. The intent is to move this pilot program to a permanent program with baseline funding provided to the University of Manitoba.

☐ Is this a revision of an existing program? ☐ YES ☒ NO
If YES, name program
What are the impacts of changing this program?

☐ Will the program be available to part-time students? ☐ YES ☒ NO

☐ Will this program have a cooperative education component? ☒ YES ☐ NO
If YES, how long with the field placement be? 4 months

☐ 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

Assessment of Academic credentials by:

- MIA in order to become a member, and
- The Faculty of Agricultural and Food Sciences, to choose courses and waive course prerequisites based on student's transcripts, knowledge and skills

☐ Will there be distance delivery options? ☐ YES ☒ NO
Provide Details

☐ Will this program be delivered jointly with another institution? ☐ YES ☒ NO
If YES, name the institution

☐ Are similar programs offered in Manitoba or other jurisdictions? ☐ YES ☒ NO
If YES, indicate why this program is needed (e.g., area of specialization)
This is the only program of its kind in Canada.

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

The IEAP program students will be registered in accredited courses, which will be transferable to other institutions as per the normal transfer credit policies of the University of Manitoba and the

Institution to which the transfer is sought.

Specific Program Information

1. Program Description

Describe the program and its objectives:

The Program

The Faculty of Agricultural and Food Sciences currently offers the Internationally Educated Agrologists Pilot (IEAP) Program to serve Internationally Educated Agrologists (IEAs) pursuing formal recognition of their non-Canadian credentials by the Manitoba Institute of Agrologists (MIA) the regulatory body for Agrologists in Manitoba. An agrologist is the term used to describe a professional with formal education in the Agricultural and Food Sciences field.

According to MIA, an agrologist "is a professional who is a member of a provincial institute of agrology. Practicing agrology includes every act, with or without reward, which has as its objective the experimentation with or the giving of advice with respect to the principles, laws or practices relating to the production, improvement, use, processing or marketing of agricultural products, crops or livestock. In Manitoba, only members of the Manitoba Institute of Agrologists can legally call themselves Agrologists".

The IEAP is a skill-bridging program to facilitate the integration of foreign-trained Agrologists into the Manitoba agriculture sector, through a one-year program of coursework and work experience.

The program assists new Manitobans with an agricultural degree, diploma or advanced degrees from outside of Canada to gain formal recognition of their non-Canadian credentials by the Manitoba Institute of Agrologists, to achieve meaningful work in their field, and to help the Manitoba agricultural industry discover new talent.

The program is designed for people with an educational or professional background in:

- Agronomy
- Agricultural business and economics
- Animal science
- Entomology
- Food science
- Plant science
- Soil science

Objectives

- To help IEAs to get licensed to practise agrology in Manitoba by gaining formal recognition of their non-Canadian credentials
- To help IEAs to successfully meet knowledge requirements for MIA licensure
- To improve IEAs integration into the agricultural industry in Canada
- To provide IEAs with:
 - o knowledge about Canadian agriculture;
 - o knowledge of cultural integration, cultural understanding and professionalism in Canada
 - o opportunities to learn about codes, regulations and structure of agriculture in Manitoba (by visiting and learning about Manitoba agricultural workplaces);
 - o valuable regional agricultural network of students, professors and industry contacts;
 - o ideas about how to use existing agricultural expertise to become successful in Manitoba;
 - o a solid Manitoba agricultural work experience through the IEAP cooperative work experience;
 - o a timely way to integrate into the Manitoba agriculture industry sectors; and
 - o an immersion in the technical and professional language of their agriculture profession in English.
- o To make the agricultural sector more aware of the benefits of hiring internationally educated Agrologists

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

The IEAP Program is a 12-month program, divided into two parts:

Part 1 – Eight months

IEAP Program participants are enrolled in degree courses and on occasion diploma level courses, in the Faculty of Agricultural and Food Sciences at the University of Manitoba. The coursework provides an opportunity for participants to demonstrate and confirm their technical and professional skills in the Canadian context.

- 1) Courses related to IEAP participants' areas of knowledge and expertise.
- 2) Courses that provide knowledge, specific to Canada, about agricultural business, agricultural science, as well as production and management practices.
- 3) "Business and Technical Communication" course, designed specifically for the IEAP to improve participants' communication and language skills.
- 4) "Practising the Profession of Agrology" course, designed specifically for the IEAP to help participants learn about the agriculture industry and the responsibilities of a practising agrologist.

Students take a minimum of 8 courses and a maximum of 10 (3 credit hours each) in two academic terms beginning with the fall term.

Part 2 – Four months

From May to August, participants will work in agricultural positions in Manitoba. The four month cooperative work experience gives participants some of the Canadian job experience that so many employers seek. Participants will be paid for their work by the employers.

2. Enrollment

☐ What is the program's initial projected enrollment? 10 students

☐ What is the projected enrollment for the 2nd and 3rd years?

2nd year 11 to 13 students

3rd year 14 to 15 students

In order to maintain the quality and effectiveness of the program, we recommend to have not more than 15 students in one group. This allows us to work with students on an individual bases to identify possible communication/cultural barriers that may be interfering with their ability to succeed as a professional. This also allows for a regular individual follow-up on their "professional brand", as well as their academic and co-op work. Additionally, the program needs to ensure it does not produce more graduates than can be absorbed by the industry.

Labour and Immigration figures show that 126 IEAs had immigrated to Manitoba between 2002 and 2009.

☐ Describe the expected student profile?

Requirement for admission to the IEAP Program include:

- A degree or diploma in agriculture from another country
- A completed Assessment of Academic credentials with WES (World Education Services)
- A referral from MIA indicating that the educational requirements for membership have been met
- Permanent resident or Canadian citizen status
- English Language proficiency to benchmark 8 or higher on the Canadian Language Benchmarks Assessment
- A valid driver's license

3. Labour Market Information

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

Manitoba is encouraging more immigration. The province currently welcomes about 10,000 new immigrants every year. Immigration accounts for more than 70 per cent of growth in the labour force and it is expected to account for up to 100 per cent of that growth within this decade.

Manitoba is home to a strong agricultural sector in need of skilled professionals. A significant number of new Canadians move to Manitoba with impressive agriculture credentials from their countries of origin.

"Manitoba's rich soil and clear skies – plus the energy and innovation of its agricultural community – allow a province with four per cent of Canada's people to produce ten per cent of the nation's agricultural products"¹.

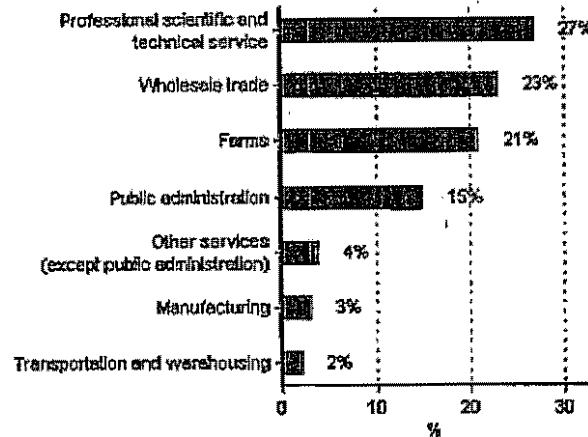
The number of new Agrologist graduates entering the Manitoba workforce is less than the demand.

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

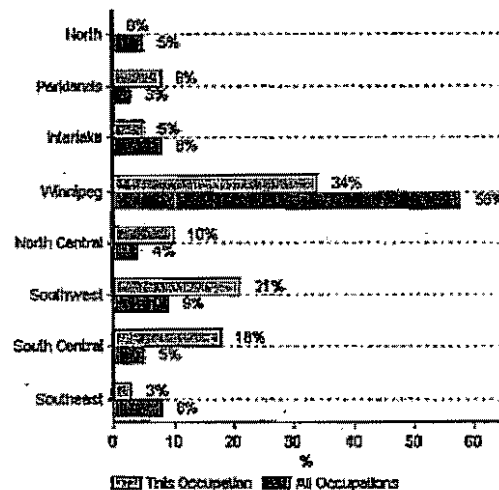
☒ YES ☐ NO

Employment by Industry

Source: Manitoba Job Futures (2006 Census)



Employment by Region



This occupation refers to: Agricultural Representatives, Consultants and Specialists

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

It is expected that IEAP program students will find jobs in urban centres, but primarily in rural Manitoba. Inter-provincial mobility of licensed professional Agrologists allows them to pursue opportunities in other provinces and territories as well. However, experience shows that students who have gone through the program to get their non-Canadian credential recognized stay in Manitoba.

Graduates will find employment with various organizations including: the agriculture industry involved in plant breeding, crop land/livestock production and development, livestock nutrition,

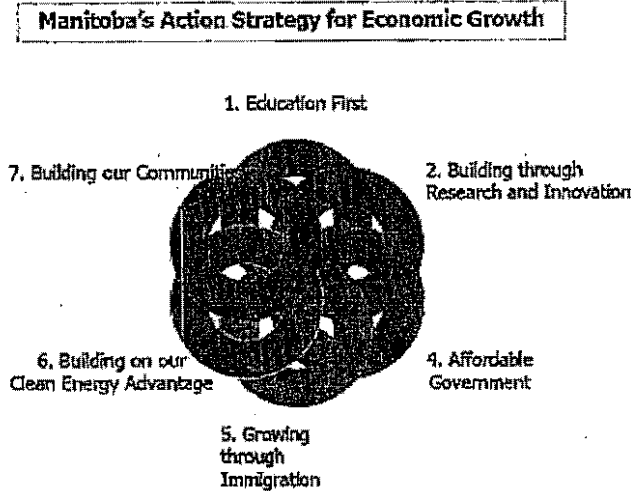
¹ Manitoba Diverse Economy, Entrepreneurship, Training and Trade web site:
<http://www.gov.mb.ca/ctt/invest/strategic/strat4.html>

consulting, research, grain handling and marketing; Manitoba Agriculture, Food and Rural Initiatives (MAFRI), Manitoba Conservation; Agriculture and Agri-Food Canada; Credit Unions, etc.

Livestock accounts for 48 per cent of market agricultural receipts; crops account for 52 per cent in Manitoba. Also, Manitoba's food products sector is one of our largest industries. Increasingly, Manitoba's agricultural products are processed in Manitoba, creating more value-added employment and spin-offs in the construction and trucking industries. The agricultural biotechnology industry is also growing in Manitoba, as researchers strive to develop new crops and new uses for existing crops.²

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

One of the Manitoba's action strategies for economic growth is growing through immigration.



Source: Government of Manitoba. Immigration Facts and Figures³.

Immigration to Manitoba is steadily growing. According to Labor and Immigration's Fact and Figures, more people are choosing to settle in regions outside of Winnipeg. Also, the province has set a goal of receiving 20,000 immigrants annually during the next 6 to 10 years.

With shortages of skilled agricultural employees clearly pending over the next decades, it is critical that we continue to find innovative and practical ways to recognize international credentials and integrate global talent into our workplaces in Manitoba. The IEAP Program benefits not only immigrants, but also the agricultural industry and Manitobans.

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

MIA, the agricultural industry and the Department of Labour and Immigration (LIM) have been involved already.

□ Is there any other information relevant to this program?

The program is in its fourth year pilot phase. So far, the program has welcomed 35 students. The fourth cohort of seven students is currently enrolled and in progress.

Of the 28 that went through the program already, 25 have successfully completed it, 2 did not complete the academic work, and 1 dropped the program.

24 of the 25 students obtained a term or permanent job in the Agriculture industry after completing the program, and to date 19 remain employed.

² Manitoba Diverse Economy, Entrepreneurship, Training and Trade web site:
<http://www.gov.mb.ca/ctt/invest/strategic/strat4.htm>

³ Immigration website: http://www2.immigra.manitoba.com/browse/regionalcommunities/plan_guide/community-facts.html

Employers of IEAP students and number of students per employer:

MAFRI (3), Canterra Seeds (2), Integrated Crop Management Services- ICMS- (1), Cargill (1), The Departments of Animal Science (2), Soil Science (1) and Plant Science (1), University of Manitoba, Manitoba Conservation (1), Steinbach Credit Union Limited (1), Agriculture and Agri-Food Canada- AAFC-(1), R-Way Ag (1), AAFC-Brandon Research Centre (1), Maple Leaf (1) and Monsanto (2).

The starting salaries of term or permanent positions fluctuate from \$26,000.00 to \$53,000.00. Those who have decided to relocate within Manitoba to pursue a career are earning more money.

The program has been improved thanks to the input of industry, academics, MIA and LIM. The 3rd year group has been very successful; in 4 of 7 cases; they had more than one job offer.

The students who have gone through the program so far are from 23 different countries: Bangladesh, Bolivia, China, Colombia, Egypt, El Salvador, Eritrea, Ethiopia, Germany, India, Indonesia, Kenya, Macedonia, Mexico, Moldova, Nigeria, Pakistan, Philippines, Russia, Rwanda, South Africa, Sri Lanka and Sudan.

In addition, the program has won the 2008 PEARL Award (Pursuit of Excellence in the Assessment and Recognition of Learning) offered by the Manitoba Prior Learning Assessment Network (MPLAN).

4. Financial Information

●Projected Program Costs:	Salaries	\$180,000.00
	Operating	\$ 30,000.00
	Capital	\$ 0.00
	Ongoing program support	40,000.00
	Total cost	\$250,000.00
●Projected Program Revenue:	Tuition	\$ 44,000.00 (10 students)
	Other_	
	Total revenue	\$ 44,000.00

Submitted by:

Dr. Merv Pritchard
Name (print)

Associate Dean (Academic),
Faculty of Agricultural and Food Sciences
Position


Signature

November 18, 2010
Date



UNIVERSITY
OF MANITOBA

Office of the University Secretary

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

MEMORANDUM

DATE: November 17, 2010
TO: Dr. David Barnard, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary
SUBJECT: Items approved by the Board of Governors on November 16, 2010

The Board of Governors, at a meeting held on September 28, 2010, considered and approved the following motions of interest to Senate:

THAT the Board of Governors approve twelve new offers, three amended offers, and the withdrawal of five offers as set out in Appendix A of the Report of the Senate Committee on Awards (dated August 24, 2010).

THAT the Board of Governors approve twelve new offers, three amended offers, and the withdrawal of five offers as set out in Appendix A of the Report of the Senate Committee on Awards (dated August 24, 2010).

JML/saf

Proposal from the Faculty of Nursing to amend the admission requirements to the Four Year Baccalaureate Nursing Program for applicants from external diploma and degree programs (2010.11.17)

Forwarded to Senate for information

Preamble:

The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.

Currently, the Faculty's admission policy related to applicants from diploma and degree programs is silent on the issue of admitting students to the third and fourth years of the Four Year Baccalaureate Nursing Program. The Faculty of Nursing proposes to consider applications from students applying to transfer in from external diploma or degree nursing programs into its own third and fourth year courses only if space is available.

Observations:

Admission to the Faculty of Nursing is competitive; those with the highest GPAs are offered admission. However, in the case of students who have previously attended, but not completed another nursing education program that qualifies its graduates to write the Canadian Registered Nurse Examination, the Faculty already reserves the right to obtain information from that program to determine whether or not the student should be admitted to the University of Manitoba Faculty of Nursing Program. Potential reasons not to admit the student include disciplinary issues or unprofessional conduct.

Another critical determinant of whether or not the Faculty should admit a student who has already completed some coursework in another nursing education program is the Faculty's capacity to accommodate the student in classroom, lab, and clinical courses. This is not an issue when students are admitted to the 2000 level courses in Nursing; however, it is an issue for students who would be placed in the 3000 or 4000 level courses in the four year program.

1. The Faculty faces significant resource issues in third and fourth year courses, particularly in clinical practice courses.
2. The Faculty currently experiences difficulty accommodating students already in the program without admitting additional students to upper years.
3. It is in the best interests of the students to admit them only if we can immediately accommodate them in courses.
4. Past practice would not lead applicants to believe they would be admitted.
5. The Faculty has no obligation or responsibility to admit students who are or have been registered in other nursing programs and have decided to leave those programs.
6. Students who have moved to Winnipeg from other locations should already expect to be required to submit additional information about previous study and should know that selection to the program is subject to the additional information and not guaranteed.

Recommendation:

The following motion was passed by Faculty Council, Faculty of Nursing on October 27, 2010:

That the statement, "Applicants who would be eligible to register in third or fourth year courses will be considered only if space is available", be added to the supplementary admission requirements for applicants from Diploma and Degree Programs.

The full policy would now read:

Applicants who have attended but have not completed a nursing diploma or degree program, the completion of which would result in the graduate's eligibility to write the Canadian Registered Nurse Examination (or equivalent) in order to qualify for registration to practice as a Registered Nurse, must meet the admission requirements outlined below.

- 1. Meet admission requirements under Option 1 or Option 2, including the competitive AGPA in the year of application;*
- 2. Submit, in writing, the reason for leaving the previous or current program and for applying to the Four-Year Baccalaureate Nursing Program at the University of Manitoba.*

The Director, Dean, Coordinator, or Head of the Nursing program in which the student was previously or is currently registered will be contacted by the Faculty of Nursing for information about the student's status in the previous or current nursing program (including matters pending) with regard to failures, probation, suspension, determination of professional unsuitability, disciplinary action, or other related matters.

The Faculty of Nursing also reserves the right to deny admission to the University of Manitoba Nursing program based on any of the supplementary information. Applicants who would be eligible to register in third or fourth year courses will be considered only if space is available.

Appeals of admission decisions are limited to the question of procedural regularity only. The merits of the decision are not subject to review.

The Faculty intends to implement this policy for students offered admission for the September 2011 intake.

The Senate Committee on Admissions has considered this proposal. Observing that no faculty of the University of Manitoba has an outright obligation to admit transfer students, especially when space for these applicants is not available, SCADM accepted the proposal without formally approving it and forwards the proposal to Senate for information.

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions



UNIVERSITY
OF MANITOBA

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November 22, 2010

Mr. Jeff Leclerc
University Secretary

Dear Jeff,

Received

NOV 22 2010

University Secretariat

Re: International College of Manitoba Annual Report

On behalf of the University of Manitoba - International College of Manitoba (UM-ICM) Academic Advisory Committee (AAC), I am pleased to provide a copy of the Annual Report on the Operations of the International College of Manitoba, September 2009 to August 2010.

I apologize for the delay in forwarding the report. I understand that the terms of reference of the UM-ICM AAC specify that each September, the Committee shall submit a written report covering the previous year's activities to the Chair of the UM Senate. However, as I have explained to Senate, the 2009/10 Annual Report was not considered by the AAC until its meeting of November 5, 2010; where it was formally accepted by the Committee.

Please note that the attached report includes information of the performance of students in the ICM program, as well as statistics comparing the performance of ICM graduates who have subsequently enrolled at the U of M, with that of domestic and international undergraduate students admitted in Fall 2008, and assessed in 2009-2010, following their second year of study. The AAC feels that the comparative statistics facilitate assessment of the quality of the ICM program, and that they should be reported to the Chair of Senate on an annual basis. Unfortunately, the necessary data is not generally available until October each year, which would preclude a September submission. Therefore, the AAC requests that Senate consider allowing a delay of the annual submission until the December meeting of Senate to ensure the availability of current information in this regard.

In addition to the Annual Report, I am providing a copy of the "ICM, End of Semester Report, May - August Semester, 2010." This document, which contains ICM course specific information including comments from the participating instructors, can be perused by interested Senators, in your office, following the release of the Annual Report.

Sincerely,

David M. Collins, Ph.D.
Vice-Provost (Academic Planning & Programs)

Encl.

Annual Report on the Operations of the International College of Manitoba September 2009 to August 2010

The International College of Manitoba (ICM) was established in September 2008, to assist international students, recruited by ICM, with their transition to university studies in a Canadian university environment. The teaching and learning supports provided by ICM are designed to ensure that these students will be successful when they transfer to the University of Manitoba.

ICM currently has 378 students (including the intake in September, 2010) studying in either the pre-university program called University Transfer Program I (UTP I), or the first year university level program called University Transfer Program II (UTP II).

ICM currently actively markets in over twenty countries and the student body has thirty-one countries represented. This year ICM attracted increasing numbers of students from Nigeria and Mexico. New countries represented include Azerbaijan, Bhutan, Cameroon, Ethiopia, Egypt, Kazakhstan, Mauritius, Mongolia and South Africa.

Transition to University of Manitoba

Graduates who transfer from ICM are required to meet the admission requirements of their target faculty to gain admission to the University of Manitoba. Graduates from ICM were admitted to the following Faculties and departments at the UM: Business, Engineering, Science, Arts, Agriculture and Food Sciences, Human Ecology and Kinesiology and Recreational Studies.

Ninety-two students successfully completed their UTP II program in 2009/10. Of these, eighty students have transferred to the University of Manitoba and a further five students indicated their intention to register in January, 2011. Of the remaining six students, four have enrolled in other post-secondary institutions in Canada, and two have returned home.

The Office of Institutional Analysis (OIA) has provided data on ICM student outcomes at University of Manitoba during the 2009-2010 academic year (Appendix 1). Although the sample size is small (23), these preliminary data suggest that ICM graduates are performing at least as well as other international students who entered the University of Manitoba directly.

Entrance Scholarships

ICM awarded two scholarships for students entering ICM, equivalent to half the tuition fees for the year (approximately \$6000.00), in each of the three semesters in 2009/10 to incoming students. Scholarships are awarded based on a letter of intent describing the applicant's interest in studying overseas. This year, students from China, Kazakhstan, Kenya, Mexico, Nepal and Vietnam were awarded these scholarships.

Services for ICM students

ICM provides a variety of formal and informal supports to students. In 2009-2010, 'Integrated Learning Skills' (a required course) was introduced at no cost to all incoming students. This course has been designed to assist students to transition both culturally and academically to their new educational environment.

ICM has also introduced a program for students at risk that includes early intervention and working with ICM student advisors, completion of a Learning and Study Strategies Inventory,

and participation in a series of workshops to target common student issues. ICM's Academic team works closely with instructors to address emergent student issues.

A number of workshops were held over each semester in 2009/10 to provide information about such topics as admission to the University of Manitoba, program planning, academic standing, study permit renewals. In addition, Enrolment Services provided admission sessions and STAR workshops, and each pathway faculty has provided information sessions for ICM students.

ICM continues to provide students with extra tutorial sessions in subject areas identified by students and instructors as problematic.

Quality Assurance

ICM has a range of quality assurance measures including:

- Moderation by University officials of course outlines mid-terms, final examination papers and marking schemes, end-of-semester grade distributions and exam scripts.
- Each course includes assessment activities that are equivalent to those conducted for the same courses at the university, as approved in the course moderation process.
- Final grades are presented to the joint ICM/UM Academic Advisory Committee.

All instructional staff teaching the UTP II university level courses are approved by the University prior to their teaching at ICM. The approval of course outlines and compliance processes were followed for each course. This included final sign off of grades and grade distribution to ensure that the courses were taught and graded to a standard equivalent to the UM.

Instruction

ICM requires highly committed and flexible instructors to support students during their transition. Thirty-six individuals instructed one or more courses during the 2009-2010 academic year. Each semester, a formal training session was held to share best practices with instructors. In addition, a half-day professional development session was conducted that focused on 'teaching international students'.

GPA and Retention

The average GPA of the 81 students who completed ICM in 2009/10 was 2.88.

ICM's retention rate is 93%. The 7% who have withdrawn from ICM have either gone to other colleges in Winnipeg or Canada or have returned home.

Feedback Mechanisms

ICM students are surveyed each semester using both the SEEQ and ICM student satisfaction surveys. In general, student comments have been very positive, particularly about the quality of the instructors, the support from ICM staff, and their access to services at University of Manitoba. Instructors receive a copy of their evaluations.

ICM instructors provide a report each semester highlighting successful teaching strategies and reflecting on challenges they faced in delivering their programs. These reports can help provide transition information to new instructors, and provide tips that can be shared with current instructors. This information is used for continuous improvement of services at ICM. In addition, instructors complete a survey once a semester so that ICM can address any identified needs. The survey solicits information on the quality of the teaching and learning, of the support resources available to instructors and students as well as the level of awareness of

quality assurance processes, academic policies and appeal processes. Input on topics for professional development sessions is also sought.

Best practices identified by both instructors and students are incorporated into new instructor induction supports.

College Activities

ICM held an orientation for new students in each of the three semesters in 2009/10. In addition, 3-4 social events were organized each semester that provided opportunities for the students to connect with each other, and the ICM staff. The Social events included movie nights, tours of Winnipeg, sporting events, meals and cultural celebrations.

ICM held its second graduation ceremony on October 29th 2010, for the eighty-one students who completed the UTP II program. President David Barnard and Vice-Provost (Academic Planning and Programs) David Collins welcomed the students on behalf of the University of Manitoba and assisted in the presentation of certificates and awards. Other senior university officials were also present at the graduation.

Following are the awards presented during graduation:

<u>Overall Highest Grade Point Average</u>	Qian, Zifeng (China) Mak, Ka Tsun (Hong Kong)
<u>Most Improved Student</u>	Mori, Atsushi (Japan)
<u>Academic Achievement Awards in each term</u>	
University Transfer Program Stage I	Anwar, Sana (Pakistan) Chan, Chi Kit Hermit (Hong Kong) Li, Tian Hui (China) Shao, Yuhan (China)
University Transfer Program Stage II	Guo, Xiang (China) Kaur, Delvinder (Singapore) Sharma, Vanjul (India)
<u>Other Awards</u>	
Citizenship Award	Kaur, Delvinder (Singapore)
Peer Support Award	Haji, Faisal (UAE)
Voluntarism Award	Bhudia, Dipesh (Kenya)

Student Recruitment

ICM undertook several international recruitment trips in 2009/10, some jointly with the recruitment staff from the UM. Over the course of the year, the Marketing staff at ICM conducted recruitment visits to China, Hong Kong, Taiwan, Japan, Korea, Colombia, Brazil, Mexico, Singapore, Malaysia, Vietnam, Turkey, India, Pakistan, Bangladesh the Middle East,

Zambia, Kenya, Nigeria, Russia, and Kazakhstan for the purpose of recruiting students to ICM and the UM.

There were also joint visits with the recruitment staff of UM to the following countries: Vietnam, Korea, Japan, Turkey, Nigeria, Kenya and Mexico.

Academic Advisory Committee (AAC)

The Committee Chair shifted from Dr. Richard Lobdell, to Dr. David Collins due to changes in the Provost's Office, at the end of June, 2010. Over the past year, the AAC met once each semester. Agenda items have included semester reports from ICM on enrollment and academic performance, and discussion of the quality assurance mechanisms in place to maintain academic standards equivalent to those of the University.

A subcommittee was struck in October 2009, to review the processes concerning the academic transition of students from the ICM to the UM; to recommend on matters concerning admission of students from ICM; and to monitor the admission policies and processes. The Committee met and processes were agreed on that were similar to other transfer students seeking admissions to the UM. The recommendation presented to the AAC was that ICM students be permitted to apply for admission to the UM after successfully completing 24 credit hours but that they begin their studies only after completing 30 credit hours. The membership and terms of reference of the AAC are included as Appendix B of this report.

Appendix A

International College of Manitoba Graduates at the University of Manitoba, 2009-2010 Grade Point Average, by Full/Part Status, Admit Term & Cohort Group¹

	Admit Term	Fall Term 2009 N ²	Term GPA ³	Winter Term 2010 N ²	Term GPA ³	N ²	Session 2009-10 Sessional GPA ⁴	Degree GPA ⁵
Full-Time								
Domestic students	Fall 2008	2105	3.01	2045	2.99	2132	2.98	2.98
International students	Fall 2008	113	2.60	112	2.57	117	2.53	2.64
ICM graduates	Fall 2009	8	2.62	7	2.82	8	2.57	3.22
	Wtr 2010			9	2.62	9	2.62	2.92
	Subtotal	8	2.62	16	2.71	17	2.59	3.06
Full-Time Subtotal		2226	2.99	2173	2.97	2266	2.95	2.96
Part-Time								
Domestic students	Fall 2008	578	2.13	520	2.16	630	2.06	2.15
International students	Fall 2008	39	1.85	37	2.03	42	1.88	2.02
ICM graduates	Fall 2009	2	2.69	2	2.88	2	2.75	2.66
	Wtr 2010			4	2.13	4	2.13	2.51
	Subtotal	2	2.69	6	2.38	6	2.33	2.56
Part-Time Subtotal		619	2.11	563	2.15	678	2.05	2.15
All Students								
Domestic students	Fall 2008	2683	2.82	2565	2.82	2762	2.77	2.79
International students	Fall 2008	152	2.41	149	2.43	159	2.36	2.48
ICM graduates	Fall 2009	10	2.63	9	2.83	10	2.60	3.11
	Wtr 2010			13	2.47	13	2.47	2.79
	Subtotal	10	2.63	22	2.62	23	2.53	2.93
Total		2845	2.80	2736	2.80	2944	2.75	2.78

1. As a comparison group for the ICM students, the Domestic and International cohorts include undergraduate students admitted in Fall 2008, and assessed in 2009-2010, following their second year of study. The Domestic cohort includes Canadian and Permanent Residents. The International cohort includes students with international status.
2. N represents the count of the students included in the specific GPA calculation. Students must have completed courses to be considered active in the term.
3. The average Fall and Winter Term GPA is based on course completions in the specific term.
4. The average Sessional GPA is based on students' course completions in both the Fall and Winter term.
5. The average Degree GPA is based on all courses applied to the program, including transfer courses.

Appendix B

UM-ICM Academic Advisory Committee

Membership 2009-10

Chair

Dr. David Collins (Dr. Richard Lobdell until June 2010)

Three (3) members nominated by the University

Dr. Roy Roshko
Dr. Glenn Feltham
Dr. James Blatz

Three (3) members nominated by the College

Ms. Susan Deane
Ms. Bev Hudson
Ms. Beth Jennings

Terms of Reference

The Academic Advisory Council shall provide advice to ICM and UM regarding the operations of ICM and in particular shall be responsible for reporting regularly on the following:

1. During any given time period, the numbers of students admitted to ICM, the courses offered by ICM, and the academic performance of ICM students in those courses;
2. During any given time period, the numbers of ICM students admitted to UM, their country of origin, the programs into which they are admitted, and the number of ICM students who are admitted to other postsecondary institutions;
3. During any given time period, the academic performance of ICM students admitted to UM programs as compared with the academic performance of other students admitted to UM programs;
4. ICM and UM will report annually on their separate and joint activities undertaken to increase international student recruitment and retention;
5. Analysis of UM Departmental workloads resulting from academic oversight of ICM courses and activities;
6. Analysis of any concerns expressed by ICM instructors concerning working conditions;
7. Analysis of statistical data provided by ICM concerning student diversity, disability accommodation, and student disciplinary actions.

Following each of ICM's three academic terms, the Council shall submit a written report on these and any other matters to the UM Provost and the Principal of ICM. Each September, the Council shall submit a written report covering the previous year's activities to the Chair of the UM Senate.

The Council will determine its own rules of procedure and will meet at least once in each of ICM's academic terms.

The Council shall endeavor to consult with ICM students.

The Council consists of the following members:

- A Chair named by UM
- Three members named by UM
- Three members named by ICM

Approved: 16 October 2008

Comments of the Senate Executive Committee RE: UM-ICM Academic Advisory Committee

The UM-ICM Academic Advisory Committee was established in early 2008 and subsequently the Committee set its own terms of reference. Within these terms of reference, the Committee agreed to submit a written report covering the previous year's activities to the Chair of the University of Manitoba Senate in September of each year. This report is distributed to Senate each year for information.

At the Senate Executive meeting held on the above date, the Chair of the UM-ICM Academic Advisory Committee indicated that information on the performance of ICM graduates in relation to other university students was not available until October of each year and so would not be available for submission in a September report. He suggested that this Academic Advisory Committee report in December rather than September in order to provide this information in the annual report.

The Senate Executive Committee agreed that it would be appropriate for the report to occur in December of each year in order to provide this additional information.

December 8, 2010

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 Paul Hess will be the Speaker for the Executive Committee for the January meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dean Mark Whitmore, Acting Chair
Senate Executive Committee

Terms of Reference:

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

/mb

Report of the Senate Committee on Curriculum and Course Changes on a Proposal to Introduce a Bachelor of Science Joint Honours Degree in Computer Science - Statistics

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.
2. The Senate Committee on Curriculum and Course Changes considered a proposal to introduce a Bachelor of Science Joint Honours Degree in Computer Science – Statistics.

Observations

1. The Faculty of Science currently offers honours degree programs in both Computer Science and in Statistics.
2. The proposed program would train students to be proficient and highly skillful Computer Scientists and Statisticians. The proposed program would provide students with the necessary knowledge and skills to enter the workplace or to continue on with graduate studies in either discipline.
3. No additional resources are required to offer this program which will use existing resources. No new courses will be introduced for the proposed program.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends THAT:

Senate approve and recommend to the Board of Governors, the proposal to introduce a Bachelor of Science Joint Honours Degree in Computer Science – Statistics.

Respectfully submitted,

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

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Computer Science – Statistics Joint Honours Program

SECTION I: Program Description

1.1 Describe the program, including each area of concentration, as it would appear in a catalogue.

The joint Honours program in Computer Science and Statistics is an intense 4-year program which is a combination of the Computer Science Honours program and the Statistics Honours program. The purpose of this program is to provide students with the necessary knowledge and skills to enter the workplace or to continue on with graduate studies in either discipline.

1.2 Program educational objectives and learning outcomes:

The objective of this program is to train students to be proficient and highly skillful Computer Scientists and Statisticians. The proposed program will provide students with a very strong background in both Computer Science and Statistics and a rigorous training to use both computer skills and statistical methods to solve practical real-world problems.

Upon graduation from this program, students are expected to have gained sufficient knowledge in both Computer Science and Statistics and acquired efficient skills in computer programming, data handling and statistical analysis. These are very important in the modern era when dealing with computation and data analysis. The student will get enough of the Statistics Department's courses to be accredited by the Statistical Society of Canada and enough of the accredited Computer Science courses to have a good background in Computer Science basics to handle advanced algorithms, data mining or bio-theoretic techniques.

1.3 Program requirements

1.3.1 Admission requirements

The entrance requirements for this program are grades of B or better in both STAT 2400 and COMP 1020, and a cumulative GPA of 3.00 or better. In addition, students must have satisfied the Faculty of Science requirements for entry to an Honours program.

1.3.2 Continuation and graduation requirements

To continue in the joint Honours program a student must achieve a *Degree Grade Point Average (DGPA) of 3.00 or better at each point of assessment*. In

addition, students must satisfy the Faculty of Science requirements for continuation in an Honours program. Students must complete a minimum of 9.00 credit hours each *Fall and Winter Term*.

To graduate with the B.Sc. Honours degree, a student must achieve a minimum DGPA of 3.00 and a minimum grade of "C+" in each of the joint Honours program specific courses (see below), and a minimum grade of "C" on all remaining courses that contribute to the 120 credit hours of the degree requirement. In addition, students must satisfy the Faculty of Science requirements for graduation with a B.Sc. Honours degree.

The following is the description of the Joint Program as it would appear in the calendar.

Computer Science-Statistics Joint Honours Program

The departments of Computer Science and Statistics offer a joint Honours program for in-depth study in both Computer Science and Statistics.

To enter the Joint Honours Computer Science-Statistics Program, the student must have a "B" or better in COMP 1020 and in STAT 2400 and a "C+" or better in MATH 1300, MATH 1500 and MATH 1700 or any equivalent courses.

To graduate with the Honours degree a student must present a minimum grade of "C" in each course that contributes to the degree. In addition, the student must achieve a minimum DGPA of 3.00 and a minimum grade of "C+" in each of the program specific courses in Statistics.

Both departments must approve a student's Honours program each session. Students must also obtain approval from both departments for any and all revisions to the program.

Computer Science – Statistics Joint Honours Program

University 1	Year 2	Year 3	Year 4
Joint Honours ² 120 CREDIT HOURS (comprising courses listed in chart below and electives)			
MATH 1300 ¹ (C+)	COMP 2080	COMP 3170	STAT 4100
MATH 1500 ¹ (C+)	COMP 2130	COMP 3380	STAT 4520
MATH 1700 ¹ (C+)	COMP 2140	STAT 3050	STAT 4530
COMP 1010	COMP 2150	STAT 3400	
COMP 1020 (B)	COMP 2160	STAT 3470	21 credit hours
STAT 1000	COMP 2190	STAT 3480	of electives
STAT 2000 (B)	STAT 2400	STAT 3800	including 6
	MATH 2300		credit hours from

Plus 6 credit hours from the Faculty of Arts, which must include the required 3 credit hour “W” course plus 3 credit hours of electives	MATH 2720 MATH2730	9 credit hours of electives ⁴ including 3 credit hours from 3 rd year COMP	4 th year, 3 credit hours from 3 rd year COMP and 6 credit hours from 4 th year STAT courses
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¹MATH 1310 may be taken in place of MATH 1300; MATH 1510, MATH 1520 may be taken in place of MATH 1500. MATH 1690 may be taken in place of the combination of MATH 1500 and MATH 1700. MATH 1710 may be taken in place of MATH 1700.

²The courses required in this program will satisfy the university mathematics requirement.

³COMP 4710 and COMP 4380 are suggested if offered.

⁴The following courses are suggested: COMP 3350, COMP 3020, COMP 3490, MBIO 2410, STAT 3490, STAT 4630, STAT 4690

Computer Science – Statistics Joint Honours Program Cooperative Option
University 1 Year 2 Year 3 Year 4
Joint Honours² 120 CREDIT HOURS (comprising courses listed in chart below and electives)

MATH 1300 ¹ (C+)	COMP2080	COMP3170	STAT 4100
MATH 1500 ¹ (C+)	COMP2130	COMP3380	STAT 4520
MATH 1700 ¹ (C+)	COMP2140	STAT 3050	STAT 4530
COMP 1010	COMP2150	STAT 3400	
COMP 1020 (B)	COMP2160	STAT 3470	21 credit hours
STAT 1000	COMP2190	STAT 3480	of electives
STAT 2000 (B)	STAT 2400	STAT 3800	including 6
	MATH 2300		credit hours from
Plus 6 credit hours from the Faculty of Arts, which must include the required 3 credit hour “W” course	MATH 2720 MATH2730	9 credit hours of electives ⁴ including 3 credit hours from 3 rd year COMP	4 th year COMP ³ , 3 credit hours from 3 rd year COMP and 6 credit hours from 4 th year STAT courses
Plus 3 credit hours of electives			

COMP 2980, COMP 3980, COMP 4980 must be completed prior to graduation⁵

¹MATH 1310 may be taken in place of MATH 1300; MATH 1510, MATH 1520 may be taken in place of MATH 1500. MATH 1690 may be taken in place of the combination of MATH 1500 and MATH 1700. MATH 1710 may be taken in place of MATH 1700.

²The courses required in this program will satisfy the university mathematics requirement.

³COMP 4710 and COMP 4380 are suggested if offered.

⁴The following courses are suggested: COMP 3350, COMP 3020, COMP 3490, MBIO 2410, STAT 3490, STAT 4630, STAT 4690

⁵The work terms COMP 2980, COMP 3980, COMP 4980 will usually be completed in the summers following Year 2, Year 3 and Year 4, respectively.

1.3.3 Course descriptions

1st Year (1000 Level) Computer Science Courses

COMP 1010 - Introductory Computer Science 1 3 Credit Hours (Lab Required) (Formerly 074.101) An introduction to computer programming using a procedural high level language. Not to be held with COMP 1011 or the former 074.112, 074.121, 074.123, or 074.125. Prerequisite: any grade 12 or 40S Mathematics, or equivalent.

COMP 1020 - Introductory Computer Science 2 3 Credit Hours (Lab Required) (Formerly 074.102) More features of a procedural language, elements of programming. Not to be held with COMP 1021 or the former 074.121, 074.123 or 074.125. Prerequisite: COMP 1010 or COMP 1011 (074.101) (C); or High School Computer Science 40S (75%) and any grade 12 or 40S Mathematics, or equivalent.

COMP 1260 - Introductory Computer Usage 1 3 Credit Hours (Formerly 074.126) This course offers an introduction to modern computer services. Areas covered will include word processing, spreadsheets, data management systems and graphics. No prior computer knowledge is necessary. May not hold with COMP 1261. May not be taken within the Computer Science Honours or Major program.

COMP 1270 - Introductory Computer Usage 2 3 Credit Hours (Formerly 074.127) Using advanced tools to design web pages. Students will also learn how to make effective presentations, work in other operating system environments, use file transfer tools, apply simple script programming to web page designs, and understand current issues relating to technology in society. May not hold with COMP 1271. May not be taken within the Computer Science Honours or Major program. Recommended Prerequisite: COMP 1260 (074.126) or equivalent knowledge is strongly recommended.

2nd Year (2000 Level) Computer Science Courses

COMP 2080 - Analysis of Algorithms 3 Credit Hours (Formerly 074.208)
Methods of analyzing the time and space requirements of algorithms. Average case and worst case analysis. Models of computation. Prerequisites: COMP 2130 (074.213) (C); and one of COMP 2140 (074.214), the former 074.206, or COMP 2061 (C). STAT 1000 or STAT 1001 is strongly recommended.

COMP 2130 - Discrete Mathematics for Computer Science 3 Credit Hours (Formerly 074.213) An introduction to the set theory, logic, integers, combinatorics and functions for today's computer scientists. Prerequisites: COMP 1020 or COMP 1021 (C), and a "C" average in one of: MATH 1210, MATH 1300, MATH 1301 (136.130), MATH 1310 (136.131), 010.114, or 013.146; and one of: MATH 1500, MATH 1501(136.150), MATH 1510 (136.151), MATH 1520 (136.152), the former 136.153, or MATH 1690 (136.169).

COMP 2140 - Data Structures and Algorithms 3 Credit Hours (Lab Required) (Formerly 074.214) Introduction to the representation and manipulation of data structures. Topics will include lists, stacks, queues, trees, and graphs. Not to be held with COMP 2061 or 074.206. Prerequisites: one of COMP 1020, COMP 1021 (074.102), or the former 074.123 (C).

COMP 2150 - Object Orientation 3 Credit Hours (Formerly 074.215)
Design and development of object-oriented software. Topics will include inheritance, polymorphism, data abstraction and encapsulation. Examples will be drawn from several programming languages. Not to be held with the former 074.215 or 074.227. Prerequisite: COMP 2160 (074.216); and one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C).

COMP 2160 - Programming Practices 3 Credit Hours (Lab Required) (Formerly 074.216) Introduction to issues involved in real-world computing. Topics will include memory management, debugging, compilation, performance, and good programming practices. Not to be held with the former 074.225. Prerequisite: COMP 1020 or COMP 1021 (074.102) (C).

COMP 2190 - Introduction to Scientific Computing 3 Credit Hours (Formerly 074.219) An applied computational course introducing topics such as approximation by polynomials, solution of non-linear equations, linear systems, simulation and computational geometry. May not hold with COMP 2191. Prerequisites: COMP 1020 or COMP 1021 (074.102) (C); and one of MATH 1500, MATH 1501 (136.150) (C), MATH 1510 (136.151) (C), MATH 1520 (136.152) (C), the former 136.153 (C), or MATH 1690 (136.169)

(C). Prerequisite or concurrent registration: One of MATH 1300, MATH 1301, or MATH 1310.

COMP 2280 - Introduction to Computer Systems 3 Credit Hours (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; also not available to students who have previously completed both ECE 3610 and ECE 3680. Prerequisites: COMP 2140 (074.214) (C), COMP 2160 (074.216) (C), and COMP 2130 (074.213) (C).

COMP 2980 - Workterm 1 0 Credit Hours (Formerly 074.298) Work assignment in business, industry, or government for students registered in the Computer Science Cooperative Option. Requires submission of a written report covering the work completed during the four-month professional assignment. (Pass/Fail)

3rd Year (3000 Level) Computer Science Courses

COMP 3010 - Distributed Computing 3 Credit Hours (Formerly 074.301) Introduction to distributed computing. Topics include task models, server-side computing, database connectivity, information sharing. Prerequisite: one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C); and COMP 2150 (074.215).

COMP 3020 - Human-Computer Interaction 1 3 Credit Hours (Formerly 074.302) Human-computer interaction: human factors and usability, user-centered design, prototyping, usability evaluation. Not to be held with the former 074.371. Prerequisite: one of COMP 2140 (074.214), the former 074.206, or COMP 2061 (C). A course in cognitive psychology, such as PSYC 2480 (017.248), is recommended.

COMP 3030 - Automata Theory and Formal Languages 3 Credit Hours (Formerly 074.303) An introduction to automata theory, grammars, formal languages and their applications. Topics: finite automata, regular expressions and their properties; context-free grammars, pushdown automata and properties of context-free languages; Turing machines. Applications: lexical analysis, text editing, machine design, syntax analysis, parser generation. Prerequisites: one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C); and COMP 2080 (074.208) (C).

COMP 3040 - Technical Communication in Computer Science 3 Credit Hours (Formerly 074.304) This course is designed to help students become more effective and confident writers in the context of the computing profession. Students will be introduced to a broad range of written and oral presentation styles used in the computing workplace. Prerequisite: Students

must be enrolled in third year (or higher) of a Major or Honours program in the Department of Computer Science.

COMP 3090 - Digital Logic 2 3 Credit Hours (Formerly 074.309) Design and implementation of digital circuits. Minimization and state reduction, asynchronous circuits, arithmetic circuits, implementation using modern hardware techniques. Not to be held with ECE 2200, or the former 074.342, 074.447 or 024.422. Prerequisite: COMP 2280 (074.228) (C); or both of the former 074.222 and 074.223(C).

COMP 3170 - Analysis of Algorithms and Data Structures 3 Credit Hours (Formerly 074.317) Fundamental algorithms for sorting, searching, storage management, graphs, databases and computational geometry. Correctness and analysis of those algorithms using specific data structures. An introduction to lower bounds and intractability. Prerequisites: COMP 2140 (or 074.214 or 074.206) or COMP 2061(C), and COMP 2080 (or 074.208) (C).

COMP 3190 - Introduction to Artificial Intelligence 3 Credit Hours (Formerly 074.319) Principles of artificial intelligence: problem solving, knowledge representation and manipulation; the application of these principles to the solution of 'hard' problems. Prerequisite: one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C).

COMP 3350 - Software Engineering 1 3 Credit Hours (Formerly 074.335) Introduction to software engineering. Software life cycle models, system and software requirements analysis, specifications, software design, testing and maintenance, software quality. Prerequisites: COMP 2150 (074.215) (C), or COMP 2061(074.206) (C).

COMP 3290 - Introduction to Compiler Construction 3 Credit Hours (Formerly 074.329) Introduction to the standard compiler phases: scanning, parsing, symbol-table management, code generation, and code optimization. The emphasis is on the simpler techniques for compiler construction such as recursive descent. Prerequisites: one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C); and COMP 2280 (074.228) or the former 074.222 (C); or both of ECE 3610 (C) and ECE 3680 (C). COMP 2160 (074.216) is recommended.

COMP 3370 - Computer Organization 3 Credit Hours (Formerly 074.337) Principles of computer systems architecture, organization and design. Performance, instruction sets, processors, input/output, memory hierarchies. Prerequisite: COMP 2280 (074.228) or the former 074.222 (C); or both of ECE 3610 (C) and ECE 3680 (C).

COMP 3380 - Databases Concepts and Usage 3 Credit Hours (Formerly 074.338) An introduction to database systems including the relational,

hierarchical, network and entity-relationship models with emphasis on the relational model and SQL. Prerequisite: one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C).

COMP 3430 - Operating Systems 3 Credit Hours (Formerly 074.343)
Operating systems, their design, implementation, and usage. Not to be held with the former 074.450 or 074.460. Prerequisites: one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C); and COMP 2280 (074.228) (C); or both of ECE 3610 (C) and ECE 3680 (C). COMP 2160 (074.216) is recommended.

COMP 3440 - Programming Language Concepts 3 Credit Hours (Formerly 074.344) An introduction to major concepts involved in the design of modern programming languages. The imperative, functional, and logical families and differences between them. Facilities for high level data and control structures, modular programming, data typing, and other topics will be covered. Not to be held with the former 074.310 or 074.348. Prerequisite: one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C).

COMP 3490 - Computer Graphics 1 3 Credit Hours (Formerly 074.349) An introductory course in computer graphics including topics such as raster graphics, two and three dimensional transforms, and simple rendering. Prerequisite: one of COMP 2190, COMP 2191 (074.219) (C), or a calculus or algebra course at the 2000 level or higher (C).

COMP 3620 - Professional Practice in Computer Science 3 Credit Hours (Formerly 074.362) Ethical, moral, and legal issues in the development and use of computer systems; standards of practice; implications of advanced computer systems. Prerequisite: one of COMP 2140 (074.214), the former 074.206, or COMP 2061(C).

COMP 3720 - Computer Networks 1 3 Credit Hours (Formerly 074.372)
This course examines the principles of computer networks, including network architectures, algorithms, and performance. Not to be held with ECE 3700 or the former 074.430. Prerequisites: COMP 2140 (074.214) (C) and COMP 2280 (074.228) (C).

COMP 3820 - Introduction to Bioinformatics Algorithms 3 Credit Hours.
An introduction to problems in molecular biology and computational solutions. Focus on design and analysis of efficient algorithms. Prerequisites: COMP 2080 (074.208) and MBIO 2410 (C); or permission of instructor. Suggested concurrent requirement: COMP 3170.

COMP 3980 - Workterm 2 0 Credit Hours(Formerly 074.398) Work assignment in business, industry, or government for students registered in the Computer Science Cooperative Option. Requires submission of a written report covering the work completed during the four-month professional assignment. (Pass/Fail)

4th Year (4000 Level) Computer Science Courses

COMP 4020 - Human-Computer Interaction 2 3 Credit Hours(Formerly 074.402) Advanced issues in the field of human-computer interaction. Topics will be selected from current research and development issues in the field of HCI. Prerequisite: COMP 3020 (074.302) (C). A course in cognitive psychology such as PSYC 2480 (017.248) is recommended.

COMP 4050 - Project Management 3 Credit Hours (Formerly 074.405) Introduction to the issues involved in managing large, complex software projects. Prerequisite: COMP 3350 (074.335) (C).

COMP 4060 - Topics in Computer Science 3 Credit Hours(Formerly 074.406) This course will examine topics of interest at the fourth-year level. Specific topics will vary from year to year. Topics will be selected from current research in computer science. Prerequisite: Departmental permission.

COMP 4140 - Introduction to Cryptography and Cryptosystems 3 Credit Hours (Formerly 074.414) Description and analysis of cryptographic methods used in the authentication and protection of data. Classical cryptosystems and cryptanalysis, the Advanced Data Encryption Standard (ADES) and Public-key cryptosystems. Prerequisite: COMP 2130 (074.213) (C). Students must be registered in fourth year of a Major or Honours programme in the Department of Computer Science.

COMP 4180 - Intelligent Mobile Robotics 3 Credit Hours. Topics include artificial intelligence, computer vision, human-robot interaction, and multi-robot systems. These abstract components are grounded in the problem of developing a team of intelligent mobile robots. All topics are covered with specific emphasis on applied problems, e.g. real-time performance. Not to be held with the former COMP 4060 –“Mobile Robotics”. Prerequisites: COMP 2160 (074.216) and COMP 3190 (074.319) (C).

COMP 4190 - Artificial Intelligence 3 Credit Hours (Formerly 074.419) Reasoning with temporal knowledge; causal reasoning; plausible reasoning; nonmonotonic reasoning; abductive reasoning. Prerequisite: COMP 3190 (074.319) (C).

COMP 4200 - Expert Systems 3 Credit Hours (Formerly 074.420) Organization of expert systems; knowledge representation in expert systems;

inference; knowledge engineering; tools for building expert systems; limitations of expert systems. Prerequisite: COMP 3190 (074.319) (C).
0.000 TO 3.000 Credit Hours Levels: Graduate, Undergraduate

COMP 4340 - Graph Theory Algorithms 1 3 Credit Hours (Formerly 074.434) Spanning trees, connectivity, planar graphs, directed graphs, networks, colouring problems and tours are studied and their applications to computer science will be highlighted. Prerequisite: COMP 3170 (074.317) (C).

COMP 4350 - Software Engineering 2 3 Credit Hours (Formerly 074.435) Advanced treatment of software development methods. Topics will be selected from requirements gathering, design methodologies, prototyping, software verification and validation. Prerequisite: COMP 3350 (074.335) (C).

COMP 4360 - Machine Learning 3 Credit Hours (Formerly 074.436) Learning strategies; evaluation of learning; learning in symbolic systems; neural networks, genetic algorithms. Prerequisite: COMP 3190 (074.319) (C).
0.000 TO 3.000 Credit Hours Levels: Graduate, Undergraduate

COMP 4380 – Database Implementation 3 Credit Hours (Formerly 074.438) Implementation of modern database systems including query modification/optimization, recovery, concurrency, integrity, and distribution. Prerequisite: COMP 3380 (074.338) (C)

COMP 4420 - Advanced Design and Analysis of Algorithms 3 Credit Hours (Formerly 074.442) Algorithm design with emphasis on formal techniques in analysis and proof of correctness. Computational geometry, pattern matching, scheduling, numeric algorithms, probabilistic algorithms, approximation algorithms and other topics. Prerequisites: COMP 3170 (074.317) (C); and STAT 1000 or STAT 1001 (005.100) (C).

COMP 4430 - Operating Systems 2 3 Credit Hours (Formerly 074.443) Design and implementation of modern operating systems. Detailed analysis of an open source modern operating system and hands-on experience with its kernel and major components. Prerequisites: COMP 2160 (074.216) (C) and COMP 3430 (074.343) (C).

COMP 4490 - Computer Graphics 2 3 Credit Hours (Formerly 074.449) Methods in computer graphics including topics such as representation of curves and surfaces, viewing in three dimensions, and colour models. Prerequisite: COMP 3490 (074.349) (C).

COMP 4510 - Introduction to Parallel Computation 3 Credit Hours (Formerly 074.451) An overview of the architectures of current parallel processors and the techniques used to program them. Not to be held with ECE

4530 or the former 024.446. Prerequisites: COMP 3370 (074.337) (C) and COMP 3430 (074.343) (C).

COMP 4520 - Undergraduate Honours Project 3 Credit Hours (Formerly 074.452) A research based project on a specific area of computer science. Students must find a faculty supervisor and write a proposal in their penultimate term. If acceptable, the defined research is to be carried out in the student's final term. Permission to take the course is given on an individual basis. Available to 4th Year students only. Prerequisite: departmental permission.

COMP 4550 - Real-Time Systems 3 Credit Hours (Formerly 074.455) An introduction to the theory and practice of real-time systems. Topics include the design of real-time systems, scheduling, event based processing, and real-time control. This course may not be held for credit if a student has previously completed both of ECE 4240 and ECE 3760. Prerequisites: COMP 3430 (074.343) (C) and COMP 3370 (074.337) (C).

COMP 4560 - Industrial Project 3 Credit Hours (Formerly 074.456) Students will work in teams on an industrial project. Projects are supplied by the Department. Prerequisites: COMP 3350 (074.335) (C) and departmental permission.

COMP 4580 - Computer Security 3 Credit Hours (Formerly 074.458) Computer security and information management. This course will examine state-of-the-art knowledge about the issues relevant to data and computer security. Prerequisite: COMP 3430 (074.343) (C); and COMP 3720 (074.372) or the former 074.430 (C).

COMP 4690 - Computer Systems and Architecture 3 Credit Hours (Formerly 074.469) Investigation of today's modern computer architecture and system design concepts, including requirements, specifications, and implementation. Instruction sets, instruction-level parallelism, speculative execution, multi-threaded architectures, memory hierarchy, multiprocessors, storage design and implementation, and interconnection networks. Prerequisite: COMP 3370 (074.337) (C).

COMP 4710 – Introduction to Data Mining 3 Credit Hours Introduction to data mining concepts and their applications. Prerequisite: COMP 3380 (074.338) or consent of department.

COMP 4720 - Computer Networks 2 3 Credit Hours (Formerly 074.472) This course examines advanced topics in computer networks, including network security, network management, performance, and multimedia

networking. Prerequisite: COMP 3720 (074.372) or the former 074.430 (C).
Corequisite: COMP 3430 (074.343) (C).

COMP 4740 - Advanced Databases 3 Credit Hours (Formerly 074.474)
Parallel, distributed, object-oriented, object-relational, and XML databases;
other emerging database technologies. Prerequisite: COMP 3380 (074.338)
(C).

COMP 4980 - Workterm 3 0 Credit Hours (Formerly 074.498) Work
assignment in business, industry, or government for students registered in the
Computer Science Cooperative Option. Requires submission of a written
report covering the work completed during the four-month professional
assignment. (Pass/Fail)

MATH 1300 - Vector Geometry and Linear Algebra 3 Credit Hours (Lab
Required) (Formerly 136.130) An introduction to vectors, matrices, systems
of linear equations and three-dimensional geometry. Not to be held for credit
with MATH 1210, MATH 1310 (136.131), MATH 1301, or the former
MATH 1680 (136.168). Prerequisite: a minimum grade of 60% in Pre-
calculus Mathematics 40S or the former Mathematics 40S (300), or a grade of
60% or better in the Mathematical Skills course taught by Extended Education.
NOTE: A minimum grade of 70% in Applied Mathematics 40S may be used
as a prerequisite to this course.

MATH 1310 - Matrices for Management and Social Sciences 3 Credit
Hours (Lab Required) (Formerly 136.131) Matrix methods with examples
relevant to the Management and Social Sciences. Topics include vectors,
matrices, systems of linear equations, and determinants; applications include
economic models, the simplex method for linear programming, Markov
chains, and game theory. Not to be held with MATH 1210, MATH 1300
(136.130), MATH 1301, or the former MATH 1680 (136.168). Prerequisite: a
minimum grade of 60 % in Pre-calculus Mathematics 40S or the former
Mathematics 40S (300), or a grade of 60% or better in the Mathematical Skills
course taught by Extended Education. NOTE: A minimum grade of 70% in
Applied Mathematics 40S may be used as a prerequisite to this course.

MATH 1500 - Introduction to Calculus 3 Credit Hours (Lab Required)
(Formerly 136.150) Differentiation and integration of elementary functions,
with applications to maxima and minima, rates of change, area, and volume.
Not to be held with MATH 1501, MATH 1510 (136.151), MATH 1520
(136.152), the former 136.153, the former MATH 1680 (136.168), or MATH
1690 (136.169). Prerequisite: a minimum grade of 60% in Pre-calculus
Mathematics 40S or the former Mathematics 40S (300), or a grade of 60% or
better in the Mathematical Skills course taught by Extended Education.

MATH 1510 - Applied Calculus 1 3 Credit Hours (Lab Required) (Formerly 136.151) Functions and graphs; limits and continuity; differentiation of functions defined explicitly, implicitly and parametrically; applications of derivatives to velocity and acceleration, related rates, maxima and minima; differentials, indefinite and definite integrals, application of integration to area. Physical applications in this course make it especially suitable for students intending to take programs in engineering. Not to be held with MATH 1500, MATH 1501 (136.150), MATH 1520 (136.152), the former 136.153, the former MATH 1680 (136.168), or MATH 1690 (136.169). Prerequisite: a minimum grade of 60% in Pre-calculus Mathematics 40S or the former Mathematics 40S (300), or a grade of 60% or better in the Mathematical Skills course taught by Extended Education; and Physics 40S (300) or a "P" in PHYS 0900 (016.090).

MATH 1520 - Introductory Calculus for Management and Social Sciences 3 Credit Hours (Lab Required) (Formerly 136.152) Differentiation and integration of functions of one variable and partial differentiation of functions of several variables. Emphasizes applications in the areas of management and social science. Not to be held with MATH 1500, MATH 1501 (136.150), MATH 1510 (136.151), the former 136.153, the former MATH 1680 (136.168), or MATH 1690 (136.169). Prerequisite: a minimum grade of 60% in Pre-calculus Mathematics 40S or the former Mathematics 40S (300), or a minimum grade of 60% in the Mathematical Skills course taught by Extended Education.

MATH 1690 - Calculus 6 Credit Hours (Lab Required)(Formerly 136.169) An introduction to the calculus of functions of one variable. This course covers the same material as MATH 1500 (or 136.150) and MATH 1700 (or 136.170) together, but in greater depth. Exposure to high school calculus (45S) is desirable, but not essential. Recommended for students with a strong aptitude for and interest in Mathematics. Not to be held with MATH 1500, MATH 1501 (or 136.150), MATH 1510 (or 136.151), MATH 1520 (or 136.152), MATH 1530 (or 136.153), MATH 1680 (or 136.168), MATH 1700 (or 136.170), MATH 1710 (or 136.171), MATH 1730 (or 136.173). Prerequisite: a minimum grade of 80 per cent in Pre-calculus Mathematics 40S or the former Mathematics 40S (300).

MATH 1700 - Calculus 2 3 Credit Hours (Lab Required) (Formerly 136.170) Theory and techniques of integration, curve sketching, volume, arc length, surface area and partial derivatives. Not to be held with MATH 1690 (136.169), MATH 1701, MATH 1710 (136.171), or the former 136.173. Prerequisite: A grade of "C" or better in one of MATH 1500, MATH 1501 (136.150), MATH 1510 (136.151), MATH 1520 (136.152), the former 136.153, or the former MATH 1680 (136.168).

MATH 1710 - Applied Calculus 2 3 Credit Hours (Lab Required) (Formerly 136.171) Applications of integration to volumes, centres of mass, moments of inertia, work and fluid pressure; differentiation of trigonometric, inverse trigonometric, exponential, and logarithmic functions; techniques of integration; polar coordinates. Physical applications in this course make it especially suitable for students intending to take programs in engineering. Not to be held with MATH 1690 (136.169), MATH 1700 (136.170), MATH 1701, or the former 136.173. Prerequisite: A grade of “C” or better in one of MATH 1500 (136.150), MATH 1501, MATH 1510 (136.151), MATH 1520 (136.152), the former 136.153, or the former MATH 1680 (136.168). Prerequisite or concurrent Requirement: PHYS 1050 or PHYS 1051.

MATH 2300 – Linear Algebra 2 3 Credit Hours (Formerly 136.272) A continuation of MATH 1300 or MATH 1310. Finite dimensional vector spaces; linear transformation and matrices; eigenvalues and eigenvectors; diagonalization and application; linear product spaces. Not to be held with MATH 2301, MATH 2352, the former MATH 2350 (136.235), or MATH 3130 (136.313). Prerequisites: A grade of “C” or better in one of MATH 1300 (136.130), MATH 1301, or MATH 1310 (136.131) (C); and a grade of “C” or better in one of MATH 1500, MATH 1501 (136.150), MATH 1510 (136.151), MATH 1520 (136.152), the former 136.153, or MATH 1690 (136.169).

MATH 2720 - Multivariable Calculus 3 Credit Hours (Formerly 136.272) Calculus of several variables. Not to be held with MATH 2721 (136.272, 136.270), MATH 2750 (136.275), the former MATH 2110 (136.211), or MATH 2130. Prerequisites: A grade of “C” or better in one of MATH 1300 (136.130), MATH 1301, or MATH 1310 (136.131) (C); and a grade of “C” or better in one of MATH 1690 (136.169), MATH 1700 (136.170), MATH 1701, MATH 1710 (136.171), or the former 136.173.

MATH 2730 - Sequences and Series 3 Credit Hours (Formerly 136.273) Introductory analysis, sequences and series. Not to be held with MATH 2132, the former MATH 2100 (136.210), MATH 2731 (136.273, 136.271), MATH 2750 (136.275). Prerequisite: a grade of “C” or better in one of MATH 1690 (136.169), MATH 1700, MATH 1701 (136.170), MATH 1710 (136.171) or the former 136.173. Prerequisite or concurrent requirement: one of MATH 1300 (136.130), MATH 1301, or MATH 1310 (136.131).

STAT 1000 - Basic Statistical Analysis 1 3 Credit Hours (Formerly 005.100) 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. Not to be held with STAT 1001, STAT 2220 (005.222). Prerequisite: Any grade 12 or 40S Mathematics, or equivalent.

STAT 2000 - Basic Statistical Analysis 2 3 Credit Hours (Formerly 005.200)

The study of estimation and hypothesis testing procedures for means and proportions in one, two and multiple sample situations, introduction to the analysis of variance; regression and correlation analysis; optional topics may include nonparametric procedures, design of experiments, probability models. Not to be held with STAT 2001. Prerequisite: STAT 1000 (005.100) (C), or STAT 1001 (C).

STAT 2400 - Introduction to Probability I 3 Credit Hours (Lab Required)

Basic probability, discrete distributions including binomial, hypergeometric, geometric and Poisson, joint distributions, continuous distributions, statistical inference and applications involving discrete random variables. This course is not available to any student who has previously obtained credit for STAT 3500. Prerequisites: STAT 1000 or STAT 1001 (005.100) (C); and one of MATH 1700, MATH 1701 (136.170), or MATH 1690 (136.169) (C).

STAT 3050 - Introduction to Probability Theory and Its Applications 3

Credit Hours (Formerly 005.305) Development of the basic concepts of probability theory and application in areas of bioStatistics, actuarial science, reliability theory, queuing theory. Prerequisites: STAT 3400 or the former STAT 3500 (005.350) (C); and MATH 2720 or MATH 2721 (136.272, 136.270) (C); and MATH 2730 or MATH 2731 (136.273, 136.271) (C).

STAT 3400 - Introduction to Probability II 3 Credit Hours (Lab Required)

Continuation of STAT 2400. Continuous distributions, properties of common distributions, distributions of functions of random variables. Not to be held with the former STAT 3500 (005.350). Prerequisite: STAT 2400(C). Prerequisite or Concurrent requirement: one of MATH 2720, MATH 2721 (136.272), MATH 2730, or MATH 2731 (136.273).

STAT 3470 - Statistical Methods for Research Workers 1 3 Credit Hours

(Formerly 005.347) Linear regression, multiple regression, correlation analysis, introduction to one way analysis of variance, some related topics. Not to be held with the former STAT 3120 (005.312). Prerequisite: STAT 2000, STAT 2001 (005.200) (C). Prerequisite or Concurrent Requirement: STAT 3400 or the former STAT 3500 (005.350).

STAT 3480 - Statistical Methods for Research Workers 2 3 Credit Hours

(Formerly 005.348) Analysis of variance, randomized block design, nested and Latin square experiments, analysis of covariance. Not to be held with the former STAT 3130 (005.313). Prerequisite: STAT 3470 (005.347) (C).

STAT 3490 - Time Series Analysis 3 Credit Hours (Formerly 005.349)

Trend and seasonal components, exponential smoothing by the multiple regression method, the Box-Jenkins Methodology, analysis of seasonal data. Prerequisite: STAT 3470 (005.347) (C) or the former STAT 3120 (005.312)

(C).

STAT 3800 – Mathematical Statistics 3 Credit Hours (Lab Required)
Multivariate distributions and transformations, order Statistics, sampling distributions, convergence, introduction to statistical inference. Not to be held with the former STAT 3600 (005.360). Prerequisite: STAT 3400 or the former STAT 3500 (005.350) (C). Prerequisite or Concurrent requirement: whichever of MATH 2720 (MATH 2721) or MATH 2730 (MATH 2731) not yet taken.

STAT 4100 –Statistical Inference I 3 Credit Hours Introduction to methods of estimation, including asymptotic and Bayesian methods. Not to be held with the former STAT 4140 (005.414). Prerequisite: STAT 3800 or the former STAT 3600 (005.360) (C).

STAT 4520 - Sampling Techniques 1 3 Credit Hours (Formerly 005.452) A development of sampling theory for use in sample survey problems, in regression estimates, in systematic sampling, sources of errors in surveys. Prerequisites: STAT 3800 or the former STAT 3600 (005.360) (C); and STAT 3480 (005.348); or consent of department.

STAT 4530 - Design of Experiments 1 3 Credit Hours (Formerly 005.453)
Objectives in designing experiments; designs commonly used in research including analysis and an introduction to the construction of designs. Prerequisites: STAT 3800 or the former STAT 3600 (005.360) (C); and STAT 3480 (005.348) (C); or consent of department.

STAT 4630 - Stochastic Processes 3 Credit Hours (Formerly 005.463) An introduction to stochastic processes. Prerequisite: STAT 3050 (005.305) (C); and STAT 3800 or the former STAT 3600 (005.360) (C); or consent of department.

STAT 4690 - Applied Multivariate Analysis 3 Credit Hours (Formerly 005.469) The course will emphasize applications of various techniques in multivariate analysis and gaining familiarity with the relevant programs in statistical packages, i.e., SAS, BMDP. Prerequisites: STAT 3480 (005.348) (C); and a “C” or better in one of MATH 2300 (136.230), MATH 2301, MATH 2352, or the former MATH 2350 (136.235); or consent of instructor.

1.4 Program fit with institutional mission and planning priorities

1.4.1 University of Manitoba priorities

The planning priorities stated in the University of Manitoba strategic planning framework 2009-2014 include academic enhancement (innovation in academic and research programs), outstanding student experience, and aboriginal achievement. The proposed joint program aims to introduce an innovative academic program. Currently

there are no similar programs in Manitoba combining Computer Science and Statistics, and such a program has much potential to greatly enhance student experience.

1.4.2 Faculty of Science priorities

The theme of Faculty of Science strategic plan is Science for Many Futures. The priorities include excellence, innovation and renewal. One objective is to design and deliver modern, innovative undergraduate programs which enhance student experience. The proposed joint program certainly satisfies this priority by creating an innovative and exciting program. Furthermore, the proposed program is interdisciplinary and draws from expertise in Computer Science and Statistics, and possibly in other relevant fields. In addition, the cooperative option will also strengthen ties with the Computer Science and Statistics sectors, government agencies in Manitoba and abroad. Thus the proposed program satisfies the Faculty of Science priority of building “stronger ties with the community, both internal and external”.

1.5 Comparison to existing programs

Currently there are no similar or comparable programs available in Manitoba.

SECTION II: Market need and market demand for the program

2.1 Local or provincial market needs for graduates

The Computer Science and Statistics sectors have been and still remain strong and vibrant. With increasing demand for computational Statistics, there are great market needs for students with interdisciplinary training in both Computer Science and Statistics. Graduates from the joint program will have obtained high quality training in both areas of Computer Science and Statistics and thus possess unique qualifications to secure a variety of positions in business companies and government departments. The need for graduates of this program will increase as the interplay between computing and Statistics becomes more relevant.

2.2 Probable employment destinations

Based on where our current graduates have been employed, we predict that graduates of this proposed program will be able to find employment in areas involving computing and data mining. Graduates will be desirable employees as technicians or analysts in all sectors of industry, research companies and government departments in Manitoba and across Canada. Potential employers include Great West Life, Manitoba Center for Health Policy, Canadian Wheat Board, WHRA, EISI, and Statistics Canada, among others. In the 21st century, there is a great demand for handling extensive datasets to extract meaningful information. Graduates from the joint program will have unprecedented abilities to make substantial contributions to all aspects of society.

2.3 Consultation with relevant groups/agencies

At this stage, no industry or business has been consulted in developing this program. However, feedback and involvements may be sought for in the future.

2.4 Fit with provincial economic, social and cultural priorities

The province of Manitoba has a strong information technology workforce and therefore we would be enhancing this workforce with this program. A strong knowledge of Statistics will greatly benefit workers in the IT sector who are involved with data analysis.

2.5 Potential for job creation and research and development

In terms of job creation, the proposed program will produce highly trained workers in the areas of Computer Science and Statistics. These workers will be able to work in fields that require a computer scientist, a statistician, or both.

In terms of research and development, this program allows entry into the graduate program of either discipline.

SECTION III: Student demand for the program

3.1 Students the program will serve

This program is for undergraduate students who want to be proficient in both Computer Science and Statistics.

3.2 Existing program offerings in Manitoba

Currently there are no similar or comparable programs available in Manitoba. However, the Department of Computer Science offers both Honours and Major programs in Computer Science, and the Department of Statistics offers both Honours and Major programs in Statistics. Both departments offer joint Honours programs with other departments such as Mathematics, Economics and Actuarial Science. There are programs that specialize in Computer Science or Statistics, but not both. This is the first program in Manitoba that combines the study of Computer Science and Statistics.

3.3 Evidence of student interest and demand for the program

There are no statistical data available to provide the required information.

3.4 Projected enrollments

We believe there will be 1-6 students who will enroll in this program each year.

3.5 Existing programs projected to lose enrollment to this program

The two programs that may lose enrollment due to this program are the Computer Science Honours and Statistics Honours programs. However, the impact would be very minimal.

3.6 Proposed growth limits and minimum enrollments

There is no minimum enrollment requirement or proposed growth limit. All interested and qualified students will be accommodated as required. This program will not require any new courses to be offered and will not require additional resources.

Admission to the cooperative option is competitive and may be limited in any year to the number that can be accommodated at that time.

3.7 Projected number of students for the first 3 to 5 years

We project an average of 3 students will graduate from this program each year.

3.8 Participation and success by under-represented groups

This program will be particularly promoted targeting under-represented groups.

3.9 Availability to part-time learners

As the proposed program is an Honours program, it is intended for full-time studies. Normally it is not available to part-time students.

SECTION IV: Faculty requirements

4.1 Current faculty who will teach in the program

Name	Department	Classification
Anderson, John	Computer Science	Professor
Andres, Terry	Computer Science	Instructor II
Arnason, Neil	Computer Science	Professor
Baltes, Jacky	Computer Science	Professor
Bate, John	Computer Science	Associate Professor and Head
Boyer, Gord	Computer Science	Instructor II
Braico, John	Computer Science	Instructor I
Bunt, Andrea	Computer Science	Assistant Professor
Cameron, Helen	Computer Science	Associate Professor
Domaratzki, Michael	Computer Science	Assistant Professor
Durocher, Stephane	Computer Science	Assistant Professor
Eskicioglu, Rasit	Computer Science	Associate Professor
Graham, Peter	Computer Science	Associate Professor

Hoskins, Janet	Computer Science	Professor
Irani, Pourang	Computer Science	Associate Professor
Jin, Dean	Computer Science	Assistant Professor
Kocay, William	Computer Science	Professor
Leung, Carson	Computer Science	Associate Professor
Li, Pak Ching	Computer Science	Associate Professor
Liu, Ellen	Computer Science	Assistant Professor
Marshall, Alan	Computer Science	Instructor II
Meek, Dereck	Computer Science	Professor
Penner, Christina	Computer Science	Instructor II
Scuse, David	Computer Science	Professor
Stanton, Ralph	Computer Science	Professor
Thulasiram, Ruppa (Tulsi)	Computer Science	Associate Professor
Thulasiraman, Parimala	Computer Science	Associate Professor
van Rees, John	Computer Science	Professor
Walton, Desmond	Computer Science	Professor
Zapp, Michael	Computer Science	Instructor II
Brewster, John	Statistics	Professor
Cheng, Smiley	Statistics	Professor
Davies, Katherine	Statistics	Assistant Professor
Jafari Jozani, Mohammad	Statistics	Assistant Professor
Johnson, Brad	Statistics	Assistant Professor
Leblanc, Alexandre	Statistics	Assistant Professor
Loewen, David	Statistics	Instructor II
Mandal, Saumen	Statistics	Associate Professor
Martsynyuk, Yuliya	Statistics	Assistant Professor
Mateo, Zenaida	Statistics	Instructor II
Morris, Andrew	Statistics	Instructor I
Paquette, Carrie	Statistics	Full Time Instructor
Thavaneswaran, A.	Statistics	Professor
Wang, Liquun	Statistics	Professor
Wang, Xikui	Statistics	Professor

4.2 Additional faculty and staff requirements

No additional faculty and staff are required.

SECTION V: Cooperative arrangements

5.1 Cooperative agreements with other institutions / organizations

Currently no such arrangement has been made. However, the University of Manitoba currently has several student exchange agreements with universities within Canada and

world-wide. Students who are interested in studying abroad are encouraged to do so and will be assisted in completing courses that will be transferred into the program.

5.2 Transfer credit

Block and transfer of credits will be accepted from other universities in Canada and abroad, following formal assessment using existing processes.

5.3 Internship / practicum components

All students in the cooperative option will spend at least 12 months in employment terms with an employer approved by both Departments of Computer Science and Statistics.

5.4 Provisions for prior experiential learning

Equivalent courses with decent grades will be transferable to the new program following formal assessment processes, on a case by case basis.

SECTION VI: Learning technologies

6.1 Use of modern learning technologies

The program involves the use of modern learning technologies that are related to programming in Computer Science and Statistics. The method of instruction of each course will be at the discretion of individual instructors. A variety of modern learning technologies such as computers, the internet and statistical software will normally used. Both Departments of Computer Science and Statistics maintain laboratories with state-of-the-art facilities, including but not limited to computers, printers and a variety of software.

SECTION VII: Resource requirements

7.1 Library resources

The University of Manitoba library system currently has sufficient library resources to support the proposed joint program, as no new course are being introduced. Please see the attached Library Support Statement.

7.2 Computer facilities

As mentioned above, both the Departments of Computer Science and Statistics maintain laboratories with state-of-the-art computers and printers. Furthermore, the University of Manitoba maintains laboratories with state-of-the-art computers and printers throughout the campus.

7.3 Use of existing infrastructure and equipment

We anticipate no impact with the relatively small expected enrollment. Existing lecture facilities and computing laboratories are currently sufficient to support the proposed joint program. No additional infrastructure or equipment will be required.

7.4 Additional facilities and equipment required

No additional facilities and equipment will be required.

SECTION VIII: Financial considerations

8.1 New resources required

Nil.

8.2 Reallocation of existing funds/new funds required

Nil.

8.3 Program costs accrued through tuition fees

There will be no new costs accrued through tuition fees with the proposed joint program.

8.4 Enrollment impact on overall tuition fees

It is hoped that proposed program presented in this proposal may increase enrollment at this institution and thus increase the tuition revenue.

8.5 Program funding if enrollment decreases

As there are no additional resource implications in adopting the proposed joint program, enrollment projections have no effect on the ability to offer this program. Consequently a decrease in enrollment will not have any financial impact.

SECTION IX: Program consultations and evaluations

9.1 Consultations

The proposed joint program was developed by an interdisciplinary committee consisting of faculty members from both the Departments of Computer Science and Statistics. The proposal was widely consulted with members from both departments. External consultations within the Faculty of Science and the University of Manitoba, as well as within the community, will be conducted in the near future.

9.2 Evaluation of proposed program

The proposed joint program was reviewed and approved by the undergraduate committees of both departments, and by the departmental councils of both departments. The proposed joint program was evaluated by the Faculty of Science committee on Courses and Programs and by the Science Faculty Council. It will be evaluated by the University of Manitoba Senate Curriculum and Course Change Committee, Senate Executive and Senate.

9.3 Procedures for institutional evaluation

Procedures for institutional evaluation are outlined as above. Subsequent to the implementation of the proposed joint program, both the Departments of Computer Science and Statistics will evaluate the success of the joint program on an annual basis.

Proposal from the Faculty of Nursing to amend the admission requirements to its Four Year Baccalaureate Nursing Program to include immunization and CPR requirements (2010.11.17)

Preamble:

The terms of reference for the Senate Committee on Admissions can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.

The Faculty's provisional admission policy requires applicants to submit a current Criminal Records Check and Child Abuse Registry Check. The Faculty of Nursing proposes the addition of full compliance with required immunizations and cardiopulmonary resuscitation (CPR) certification at the Health Care Provider Level (C) to its current provisional admission policy. At present, students are required to meet immunization and CPR requirements prior to registering in nursing courses, but these are not admission requirements.

Observations:

The addition of the immunization and CPR requirements as a part of the admission process would benefit both the faculty and its students in several ways:

1. The Regional Health Authorities (RHAs) require students to have the immunizations before students are permitted to go to their agencies. The Faculty's ability to maintain its clinical resources and the continued cooperation of the health care agencies with which we place our students depends upon our ability to ensure that all students are compliant with the immunization and CPR policies.
2. If students do not have the required immunizations and current CPR certification, they would be unable to continue in the program or to graduate and work as a Registered Nurse.
3. The immunizations required by the RHAs, except for the two step tuberculin test (TST) are part of the recommended immunization schedule for adults. Therefore, except for the TST (which can be completed within two weeks following the offer of admission), potential applicants are not being asked to do anything that is not recommended for all Canadian adults. Applicants could and will be encouraged to commence updating their immunizations prior to or at the time of application to the program.
4. The policy would ensure that prospective students who disagree in principle with getting immunized know in advance of application about the Faculty's immunization requirements.
5. A significant number of newly admitted students each year fail to comply with the current CPR and immunization policies in a timely way. This situation creates unnecessary additional work for the student services staff and the four year program coordinator, who must verify that every student is in compliance with the current policy before allowing the student to enter the clinical setting.

Recommendation:

The following motion was passed by Faculty Council, Faculty of Nursing on October 27, 2010:

That the provisional admission policy for students in the Four Year Baccalaureate Nursing Program be changed to read: "All successful applicants are admitted provisionally to the program pending compliance with the Criminal Record/Child Abuse Registry and immunization/CPR requirements of the Faculty of Nursing."

The Faculty recommends that it be allowed to implement this policy for students offered admission for the September 2011 intake.

The Senate Committee on Admissions recommends that Senate approves the proposal of the Faculty of Nursing to add immunization and CPR requirements to its list of admission requirements.

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions

Proposal from the Faculty of Nursing to amend the admission requirements to its Four Year Baccalaureate Nursing Program to include formal provision for 'leave of absence' (2010.11.17)

Preamble:

The terms of reference for the Senate Committee on Admissions can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.

The Faculty of Nursing's current policy on leaves of absence and reinstatement does not provide sufficient structure to ensure that students are aware that they must apply for reinstatement in the program by a set deadline. The current policy also does not set out any consequences if students fail to comply with the policy.

The Faculty proposes a new policy that clearly sets out the expectations related to (1) the request for a leave of absence, (2) the request for reinstatement, and (3) the consequences of failing to comply with the policy.

Observations:

The new policy on Leaves of Absence would benefit the faculty and students in several ways:

1. The Faculty needs to know the number of students requiring space, particularly in clinical practice courses, by the early summer of each calendar year so that sufficient clinical sites and clinical teachers can be confirmed for the clinical courses and classroom capacities can be confirmed for the theory courses.
2. Each year, a number of students do not register in courses during the regular registration period, and the Faculty does not know when or if they plan to return.
3. The Faculty is currently unable to accurately predict the number of students requiring specific courses each year.
4. Completion of the process for admitting new students to the Faculty (which begins in June of each year) is delayed until the plans of students who will continue for a second year in 2000 level courses can be confirmed.

Recommendation:

The following motion was passed by Faculty Council, Faculty of Nursing on October 27, 2010:

That the 'leave of absence' policy for students in the Four Year Baccalaureate Nursing Program be changed to read as follows:

Students wishing to interrupt their studies must submit a written request for a leave of absence, normally by June 1st, to the Associate Dean, Undergraduate Programs, Faculty of Nursing. Later requests may be considered in exceptional circumstances. A leave of absence may normally be granted for a maximum period of one year. Requests for an extension to the leave of absence or for a subsequent leave of absence must be made in writing and will be subject to approval by the Associate Dean, Undergraduate Programs.

In order to return to the Faculty of Nursing, students must submit a written request for reinstatement to the Associate Dean, Undergraduate Programs, no later than May 1st of the year of return. Requests for reinstatement will not normally be considered after May 1st. Students who do not apply for reinstatement by May 1st will normally be considered as having left the Nursing program, and will be withdrawn from the Faculty of Nursing.

As is usual in these kinds of situations, decisions made in response to requests for leaves of absence or reinstatement can be appealed, in this case to the Faculty of Nursing Admissions Committee.

Leave of absence status does not extend the program time limit outlined in the Faculty of Nursing regulations. To maintain leave of absence status, and not be discontinued from the Faculty of Nursing, students may not attend any other faculty or institution during the period in which the leave of absence is in effect. Upon return to the Faculty of Nursing, students will be required to demonstrate their skills as required by the Clinical Absence policy. Students on a 'leave of absence' will be subject to the same Criminal Record and Child Abuse Registry policies as students taking courses and, at the time of requesting a return to studies, will be required to provide a current self-declaration of a criminal record and child abuse registry listing.

Students who attend another faculty or institution while on leave, or who have been withdrawn from the Faculty of Nursing because they were not granted a leave of absence and did not take at least one Nursing course in Fall or Winter Term, must re-apply through Admissions should they wish to return.

The Faculty proposes to implement this policy for all new and continuing students in September, 2011; this would include those students returning after an authorized or unauthorized leave in that term or thereafter.

The Senate Committee on Admissions recommends that Senate approves the proposal of the Faculty of Nursing to amend the provisions of its 'leave of absence' policy, clearly setting out expectations related to (1) the request for a leave of absence, (2) the request for reinstatement, and (3) the consequences of failing to comply with the policy.

Respectfully submitted,
Susan Gottheil, Chair, Senate Committee on Admissions

Report of the Senate Committee on Course and Curriculum Changes – Submitted to Senate for Ordinary Debate RE: I.H. Asper School of Business, Faculty of Management, Reform of Undergraduate Curriculum

Preamble

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

Observations

1. The Faculty Council of the I.H. Asper School of Business, faculty of Management, approved the proposed curriculum changes for the Bachelor of Commerce (Honours) Program and recommends that Senate approve the changes for implementation September 2011.
2. The current undergraduate program is comprised of 126 credit hours, the proposed reduction to 120 hours would be more in keeping with four year degrees on campus.
3. The Faculty proposes expanding the selection of courses currently open to students from PSYC 1200 or SOC 1200 to include 6 credit hours from the following subject areas: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology.
4. The Faculty proposes that Linear Algebra and Statistics II no longer be required as core courses in all 13 majors while these courses will remain requirements in the Actuarial Mathematics and Finance, and Statistics II remains a required course in the Marketing major.
5. Four course modifications are proposed: ACC 1100, ACC1110, FIN 2200, and MIS 2000 which include the addition of a laboratory component. The Faculty indicated that the addition of labs in these courses should improve student success and reduce the high VW and failure rates in these courses.
6. The Faculty is proposing the addition of an *International Business* course requirement and an *Alternative Management Theory* course requirement for all students.
7. The *Critical Thinking* requirement of the current curriculum which is fulfilled by the completion of one of PHIL 1200, PHIL 1290, PHIL 1320 or PHIL 2850 will be removed. After additional consultation with the Department of Philosophy and the Faculty of Arts, the Faculty agreed to direct students to PHIL 1290 Critical Thinking as a ‘preferred elective’.

8. The Committee noted that a number of the above noted curriculum changes would have impact on student enrolment in other faculties and referred the proposal to the Senate Planning and Priorities Committee.
9. The Committee noted that the Faculty had informed, and is continuing to discuss the proposed changes with other institutions with whom transfer agreements are in place including: Red River College, University College of the North, Assiniboine Community College, Collège universitaire de Saint-Boniface, Ningbo University and University College Sedaya International.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends

THAT Senate approve the curriculum and course changes from the I.H. Asper School of Business, Faculty of Management.

Respectfully submitted,

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

/mb

**Summary of Changes to Courses Required
for the Bachelor of Commerce (Honours) Program**

Note Significant Change	CURRENT PROGRAM (126 Credit Hours)	Notes	PROPOSED PROGRAM (120 Credit Hours)	Notes
24 Credit Hours Track 1 (Year 1 Requirement)			24 Credit Hours Track 1 (Year 1 Requirement)	
*	PSYC 1200 or SOC 1200	Min "C" required	6 credit hours from: ANTH, HIST, MATH, PHIL, POLS, PSYC, SOC	Min "C" required. Courses chosen must be independent from courses that complete other program requirements. (e.g. if a "W" course is chosen, it will have no effect on other "W" requirements in the degree.)
	ECON 1200	Min "C" required	ECON 1200 or ECON 1010 and 1020	Min "C" required
	MATH 1520 or MATH 1500	Min "C" required	MATH 1520 or MATH 1500	Min "C" required
*	MATH 1310 or MATH 1300	Min "C" required	STAT 1000	Min "C" required
*	Written English (3 credit hrs)	Min "C" required	Written English "W" (3 credit hrs)	Min "C" required. ARTS 1110 is excluded as an eligible course for this requirement.
	Electives: (3 credit hrs). Min "C" required. If a 6-hour course is chosen, 3 hours will count as electives.		Electives: (3 credit hrs). Min "C" required. If a 6-hour course is chosen, 3 hours will count as electives.	
Plus	19 x 3 Credit Hour Core Courses (=57 credit hours)		17 x 3 Credit Hour Core Courses (=51 credit hours)	
*	STAT 1000			Moved to Track 1 (Year 1 Requirement)
*	STAT 2000			Not required as a Core Course
	ACC 1100		ACC 1100	
	ACC 1110		ACC 1110	
	MIS 2000		MIS 2000	
	FIN 2200		FIN 2200	
*	Ethics. One of: PHIL 2290, 2740, 2750, 2790, 2830, 2840, RLGN 1420, GMGT 3581. If a 6-hour course is chosen, 3 hours will count as electives.		Ethics: One of PHIL 2290, 2750, 2790, 2830, GMGT 3030, 3581. If a 6-hour course is chosen, 3 hours will count as electives.	
*	Critical Thinking. One of: PHIL 1200, 1290, 1320, 2850. If a 6-hour course is chosen, 3 hours will count as electives.		Alternative Management Theory. One of: ECON 2540, 2630, 3710, 3810, POLS 3220, 3250, GPE 2700, SOC 3870, ENVR 4110, GMGT 4210. If a 6-hour course is chosen, 3 hours will count as electives.	
*	GMGT 2000		GMGT 2010 "W"	
	GMGT 2070		GMGT 2070	
*	GMGT 2080		GMGT 2060	
*	GMGT 2120		GMGT 1010 "W"	
	HRIR 2440		HRIR 2440	
	GMGT 3300		GMGT 3300	
	GMGT 4010		GMGT 4010	
*	COMP 1260		International Business	One of: ACT 4250, INTB 2200, FIN 3450, HRIR 4520, MKT 3300, 3240 (International topic only) or SCM 3230
	MKT 2210		MKT 2210	
	MSCI 2150		MSCI 2150	
	OPM 2600		SCM 2160	
Plus	45 Credit Hours of Major, Option, and Elective Courses as Specified Below			
	Major: (12 Credit Hours)		Major: (12 Credit Hours)	
	Options: (15 Credit Hours)		Options: (15 Credit Hours)	
	Option or Elective: (3 Credit Hours)		Option or Elective: (3 Credit Hours) @ 2000+ Level	
	Electives: (15 Credit Hours)		Electives: (15 Credit Hours) (6 hours @2000+ Level and at least 3 of the 15 hours must be a "W" course.)	
Total	126 Credit Hours		120 Credit Hours	

Accounting and Finance

Modifications:

ACC 1100 Introductory Financial Accounting (Lab required) Cr.Hrs. 3
(formerly 009.110) Examination of accounting postulates underlying the preparation and presentation of financial statements.

ACC 1110 Introductory Managerial Accounting (Lab required) Cr.Hrs. 3
(formerly 009.111) Role of accounting in creation and application of business information used by decision-makers in the management of enterprise. Prerequisite: ACC 1100 (or 009.110)(D). Prerequisite or Concurrent Requirement: ECON 1010 (D) and ECON 1020 (D) or the former ECON 1200 (or 018.120)(D).

FIN 2200 Corporation Finance (Lab required) Cr.Hrs. 3
An introduction to corporate finance regarding the allocation & acquisition of funds. Topics include: discounted cash flows, capital budgeting, financial instruments, cost of capital, risk-return trade-offs, market efficiency, capital structure and the use of derivatives. Prerequisites: ACC 1100 (or 009.110)(D), MATH 1500 (C) or MATH 1520 (C), STAT 1000 (C), and ECON 1010 (C) and ECON 1020 (C) (or the former ECON 1200 (C)).

FIN 3410 Investments Cr.Hrs. 3
An introduction to investment analysis and modern portfolio theory. Topics include equilibrium in the capital markets, fixed income securities, equities and derivative instruments. Prerequisites: FIN 2200 (C+), MATH 1300 (C) or MATH 1310 (C), and STAT 2000 (C).

FIN 3460 Financial Markets and Institutions Cr.Hrs. 3
A study of financial systems with emphasis on Canada. Major topics include monetary policy, financial markets, financial institutions, financial regulations and risk management. Students may not hold credit for both FIN 3460 (or 009.346) and ECON 3640 (or 018.364). Prerequisites: FIN 2200 (C+), MATH 1300 (C) or MATH 1310 (C), and STAT 2000 (C).

FIN 3480 Corporate Finance Theory and Practice Cr.Hrs. 3
Intermediate Corporate Finance including the following topics: Capital budgeting theory and techniques, determination of relevant cost of capital structure, dividend policy, leasing and other special topics. Prerequisites: FIN 2200 (C+), MATH 1300 (C) or MATH 1310 (C), and STAT 2000 (C).

MIS 2000 Management Information Systems (Lab required) Cr.Hrs. 3
(formerly 009.200) Introduction to information systems in organizations, systems development/acquisition, and the management issues concerning information technology in organizations.

NET CHANGE IN CREDIT HOURS: 0

Program modifications:

Finance major

The Major consists of: FIN 3410, FIN 3460, FIN 3480, and FIN 4400.

Finance options are: FIN 3450, FIN 4230, FIN 4260, and FIN 4270. Students in the Finance Major may take all of these courses.
The prerequisites for FIN 3410, FIN 3460 and FIN 3480 is FIN 2200 (C+), MATH 1300 (C) or MATH 1310(C), STAT 2000 (C), ECON 1200 (C).

Warren Centre for Actuarial Studies

Introduction

ACT 4250 Managing insurance Operations in the
International Business Environment Cr.Hrs. 3 +3
Introduction of the risks inherent in insurance products and assets, as well as the relationships between assets and liabilities across the entire operations of the global insurance enterprise.
Prerequisites: FIN 2200 (C+) or consent of instructor.

NET CHANGE IN CREDIT HOURS: +3

Business Administration

Deletions

GMGT 2000 Introduction to Communications Cr.Hrs. 3 -3
GMGT 2080 Introduction to Management and Organizational Theory Cr.Hrs. 3 -3

Introductions

GMGT 1010 Business and Society Cr.Hrs. 3 +3
This course will provide over arching frameworks to examine the nature, role, and importance of business in society. Key internal operations of business organizations will be discussed (e.g. finance, marketing, operations), but the majority of the course examines the relationships that business firms must balance among key stakeholders in their external environment (i.e., government, owners, customers, communities, suppliers, future generations, etc.). Students will examine various institutional contexts (e.g., economic, political-legal, and socio-cultural) and critically think about relationships between business and society, mindfully considering alternative approaches to management. Special emphasis will be placed on contemporary social issues in business (e.g. sustainable development, corporate social responsibility).

GMGT 2010 Business Communications Cr.Hrs. 3 +3
This course provides an introduction to theoretical, cultural, and ethical bases of effective communication. Another goal is to develop students' interpersonal, oral, and written communication skills at individual, group, and organizational levels. The students will also develop analytical, problem-solving, rhetorical, and critical thinking abilities required in organizational and business settings. Students are strongly recommended to take GMGT 2010 in their first 45 credit hours. Not to be held with the former GMGT 2000.

GMGT 2060 Management and Organizational Theory Cr.Hrs. 3 +3
(formerly GMGT 2080) Examination of the underlying principles concerning the formation of organizations and their internal management. Emphasis on the student and analysis of various theoretical approaches to organization theory and management. Prerequisite: GMGT 1010 (D). Students cannot hold credit for GMGT 2060 (formerly GMGT 2080 or 027.208) and GMGT 2030 (or 027.203).

GMGT 4210 Seminar in Management and Capitalism Cr.Hrs. 3 +3

This course provides students with an understanding of the institutions, developments, and debates associated with modern capitalism and their implications for management. Students will explore alternative management perspectives and bi-directional interactions within the context of larger issues. It is designed to ensure that students are introduced to a variety of different perspectives, and that no single perspective is unduly privileged over others. Prerequisite: GMGT 1010 (D) or GMGT 2120 (D).

Modifications:

GMGT 2030 Administrative Theory Cr.Hrs. 3

(formerly 027.203) Examination of the underlying principles concerning internal management of organizations. Emphasis on the study and analysis of various theoretical approaches to management. This course is not open to students registered in the Asper School of Business. Students cannot hold for credit GMGT 2030 (or 027.203) and [GMGT 2060 (formerly GMGT 2080 or 027.208) or GMGT 2070 (or 027.207)].

GMGT 2070 Introduction to Organizational Behaviour Cr.Hrs. 3

(formerly 027.207) Examination of the impact of human behavior on the formal and informal organization. Topics include leadership, work groups, organizational conflict, and communications. Prerequisite: GMGT 1010 (D). Students cannot hold for credit GMGT 2070 (or 027.207) and GMGT 2030 (or 027.203).

GMGT 2120 Business/Government Relations Cr.Hrs. 3

(formerly 027.212) Analysis of the interaction between business firms and government in the creation, modification, and implementation of government policies that affect business. Study of the ways business can influence government decision-making. Prerequisite: ECON 1200 (or 018.120)(D) or [ECON 1010 (D) and ECON 1020 (D)].

GMGT 3010 Management Decision-Making Cr.Hrs. 3

(formerly 027.301) The decision-making process and factors that enter into making the decisions, including the objectives and approaches to decision-making, the basic type of managerial decisions, and exemplification of decision in operations. Prerequisites: GMGT 2060 (or GMGT 2080 or 027.208)(D) and GMGT 2070 (or 027.207)(D).

GMGT 3020 Seminar in Administration Cr.Hrs. 3

(formerly 027.302) Selected problem areas and issues as they relate to administration of complex organizations. Prerequisites: GMGT 2070 (or 027.208)(D) and GMGT 2070 (or 027.207)(D), or consent of instructor.

GMGT 3030 Contemporary Social Issues in Business Cr.Hrs.3

(formerly 027.303) Study of key issues in the relationship of business organizations and society with emphasis on the impact of management. Prerequisites: GMGT 2060 (or GMGT 2080 or 027.208)(D) and GMGT 2070 (or 027.207)(D).

GMGT 3040 Organizational Systems Analysis Cr.Hrs. 3

(formerly 027.304) An integrative cross-functional study of organizations, their decision-making processes, and their dynamic interactions with their technical, marketing, and social environments using the concepts of systems analysis. Prerequisites: GMGT 2060 (formerly GMGT 2080 or 027.208)(D) and GMGT 2070 (or 027.207)(D).

GMGT 3160 Managerial Economics Cr.Hrs. 3
(formerly 027.316) Principles and techniques of managerial economics with applications from business and the public sector. Prerequisites: ECON 1200 (or 018.120)(D) or [ECON 1010 (D) and ECON 1020 (D)].

GMGT 3170 Administration of the Public Sector Cr.Hrs. 3
(formerly 027.317) Application of contemporary concepts of the administrative process: approaches and problems involved in performing managerial functions in public sector organizations with emphasis on socio-political issues. Prerequisite: GMGT 2060 (or GMGT 2080 or 027.208)(D).

GMGT 3180 Non-Market Decision Making Cr.Hrs. 3
(formerly 027.318) The use of economic methodology to explain government decision-making processes and their impact on business organizations. Focus is on understanding the behaviour of government policy makers and the incentives which motivate them. Prerequisite: GMGT 1010 or GMGT 2120 (or 027.212)(D).

GMGT 4040 Advanced Organizational Theory and Behaviour Cr.Hrs. 3
(formerly 027.404) An analysis of the human and structural aspects of organizations and how their interrelationship influences organizational performance. Topics covered include leadership, motivation, conflict, and organizational politics. The influence of technology, size, and the external environment on organizational structure is also examined. Prerequisites: GMGT 2060 (or GMGT 2080 or 027.208)(D) and GMGT 2070 (or 027.207)(D).

GMGT 4150 Managing Not-For-Profit Organizations Cr.Hrs. 3
(formerly 027.415) A description and analysis of the management perspective that is unique to organizations operating in the not-for-profit sector of the economy. Examination of both the internal and external environment of management in the not-for-profit organizations. Prerequisites: GMGT 2060 (or GMGT 2080 or 027.208)(D) and GMGT 2070 (or 027.207)(D).

GMGT 4160 Seminar in Business–Government Relations Cr.Hrs. 3
(formerly 027.416) Description and analysis of significant, current issues in the business-government relationship at an advanced level. Prerequisites: GMGT 1010 (D) or GMGT 2120 (or 027.212)(D).

HRIR 2440 Human Resource Management Cr.Hrs. 3
(formerly 027.244) Introduction to principles and procedures in the management of human resources. Topics include diversity management, conflict resolution, employment, law, planning, job analysis, performance appraisal, staffing, compensation, union-management relations, and current issues.

ENTR 2010 Managing the Smaller Business Cr.Hrs. 3
Small firms dominated the Canadian economic scene and contribute to the nations' economic welfare in a major way but pose different managerial issues and problems for their owner/managers than larger organizations. This course will focus specifically on how to effectively manage and grow the smaller firm. Students may not hold credit for both ENTR 2010 and ENTR 3100. This course is not for students who will pursue a major in Entrepreneurship/Small Business. This course is not open to students in the Asper School of Business. U1 students may take this course.

ENTR 2020 Starting a New Business Cr.Hrs. 3

This is a course for students in all Faculties who may wish to start a business of their own at some time or assess their potential for such an option. It will cover a broad range of topics to increase your understanding of what it takes to succeed in an entrepreneurial career. Students may not credit for both ENTR 2020 and ENTR 4100. This course is not for students who will pursue a major in Entrepreneurship/Small Business. This course is not open to students in the Asper School of Business. U1 students may take this course.

ENTR 3100 Small Business Management Cr.Hrs. 3

(formerly 118.310) an appreciation of the primary issues that should be considered in starting and managing a small business within the Canadian context. Students may not hold credit for both ENTR 3100 and ENTR 2010. Prerequisites: ACC 1100 (or 009.110)(D), and MKT 2210 (or 118.221)(D), and GMGT 2060 (or GMGT 2080 or 027.208)(D).

ENTR 3104 Selected Topics in Small Business/Entrepreneurship Cr.Hrs. 3

A study of selected areas of recent development related to small business/entrepreneurship. Topics may include innovation and creativity, venture financing, opportunity identification and recognition, franchising and entry strategies of new business. Prerequisites: MKT 2210 (118.221)(D) and GMGT 2060 (or GMGT 2080 or 027.208)(D).

ENTR 3106 Family Business Management Cr.Hrs. 3

An examination of the unique challenges inherent in the management of a family business. Topics include founder relinquishment, the need for succession planning and firm regeneration, the core actors and their issues, ownership structure and estate planning. Prerequisite: GMGT 2060 (or GMGT 2080 or 027.208)(D).

ENTR 4100 New Venture Analysis Cr.Hrs. 3

(formerly 118.410) A project oriented course focusing on the identification and evaluation of viable new venture concepts and their associated risks, problems, and opportunities. Students may not hold credit for both ENTR 4100 and ENTR 2020. Prerequisites: MKT 2210 (118.221)(D) and ACC 1110 (or 009.111)(D) and GMGT 2060 (or GMGT 2080 or 027.208)(D).

NET CHANGE IN CREDIT HOURS: +6

Marketing Department

Modification:

MKT 3220 Marketing Research Cr.Hrs. 3

(formerly 118.322) Study of the planning and implementation of research required to make informed marketing decisions. Prerequisite: MKT 2210 (or 118.221)(D) and STAT 2000 (or 005.200)(D), or consent of instructor.

NET CHANGE IN CREDIT HOURS: 0

Program modification:

Marketing Major

The major consists of MKT 3220, MKT 3230, MKT 4210 and 3 hours from MKT 2340, MKT 2350, MKT 3300, MKT 3310, MKT 3340, MKT 3390, MKT4240, MKT 4270 or MKT 4410. In addition to the 12 credit hours required for the major, Marketing students may take an additional 12 credit

hours from the above list. *Marketing students are also required to take STAT 2000 as one of their electives since it is a prerequisite for MKT 3220.*

Supply Chain Management

Deletion:

OPM 2600 Fundamentals of Production and Operations Management Cr.Hrs. 3 -3

Introductions:

SCM 2160 Supply Chain and Operations Management Cr.Hrs. 3 +3
Study of supply chain management (SCM) and operations management. Positions operations management as a critical area of study within SCM. Focuses on process approach and system design. May not hold credit for both SCM 2160 and the former OPM 2600. Prerequisite: None.

Modifications:

MSCI 2150 Introduction to Management Sciences Cr.Hrs. 3
An introduction to management science techniques and models. Topics include linear programming, distribution problems, decision theory and queuing models. May not hold with the former 027.215 or ABIZ 2520. Prerequisites: MATH 1520 (or 136.152)(C) or MATH 1500 (or 136.150)(C) or equivalent and STAT 1000 (005.100)(C) or equivalent.

OPM 3650 Management of Quality and Reliability Cr.Hrs. 3
This course offers a practical introduction to modern quality assurance and reliability management concepts, methods and practices. It builds upon the relevant subject matter in basic courses in supply chain and operations management and prepares for positions in the field of quality and reliability management. May not hold with former 027.365. Prerequisites: SCM 2160 [or the former OPM 2600 (or 164.260)](D) and STAT 1000 (C).

OPM 3660 Operations Management in Service Organizations Cr.Hrs. 3
This course explores the applications of operations management concepts to the management of service operations. The characteristics of a service operation, while generally comparable to manufacturing a product, often place a unique demand upon the service manager. These demands, along with the analysis of actual company situations through case study applications, are emphasized. May not hold with former 027.366. Prerequisite: SCM 2160 [or former OPM 2600 (or 164.260)](D) and STAT 1000 (C).

OPM 3670 POM Project in Industry Cr.Hrs. 3
An applied course, designed to bridge the gap between theoretical concepts developed in previous courses and current industrial practices by means of an industrial project. May not hold with former 027.367. Prerequisite: SCM 2160 [or former OPM 2600 (or 164.260)](D) and STAT 1000 (C) or consent of instructor.

OPM 4620 Production Management Seminar Cr.Hrs. 3
Problems, development, and application of analytical methods in production and operations management with emphasis on planning and control. May not hold with former 027.462. Prerequisite: MSCI 2150 (or 164.215)(D) and SCM 2160 [or former OPM 2600 (or 164.260)](D).

OPM 4630 Production and Inventory Systems: Planning and Control Cr.Hrs. 3

To develop concepts and understanding about the planning and control system used to guide and coordinate the flow of materials, labor inputs and goods and services through the physical productive system. Topics to be covered include: 1) Independent demand inventory systems, 2) Dependent demand inventory systems, 3) Aggregate planning, 4) Capacity planning and control. May not hold with former 027.463. Prerequisites: SCM 2160 [or former OPM 2600 (or 164.260)](D) and STAT 1000 (C).

SCM 2210 Transportation Principles Cr.Hrs. 3

(formerly 164.221) Demand forecasting, cost analysis, regulation of carriers, role of transport in economic development, project appraisal and transport planning. Also offered as ABIZ 2210 by the Department of Agribusiness and Agricultural Economics. May not be held with ABIZ 2210 (or 061.221). Prerequisite: ECON 1010 (C) and ECON 1020 (C) or ECON 1200 (018.120)(D).

NET CHANGE IN CREDIT HOURS: 0

Proposed change to Track 1 Admissions Requirements:

- Economics ECON 1200 (6) or [ECON 1010 (3) and ECON 1020 (3)] (6)
- 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology (6)
- Mathematics MATH 1520 or MATH 1500 (3)
- Statistics 1000 (3)
- A 3 or 6 credit hour Written English ("W") course from a specific discipline (ARTS 1110, GMGT 1010 and GMGT 2010 are not considered to be from a specific discipline) (3)
- 3 credit hours of electives (3) **

Minimum 24 credit hours completed by April 30. Although 24 credit hours is the minimum requirement for admission, a full year course load would require 30 credit hours; therefore, students only taking 24 credit hours for admission will need to pick up an extra 6 credit hours of course work once in the Asper School of Business.

****Critical Thinking PHIL 1290 is a preferred elective choice****

Students must achieve a minimum grade of "C" on each course listed above. Admission in this category is competitive.

Report of the Senate Planning and Priorities Committee on the Proposal to Reform the Undergraduate Bachelor of Commerce Honours Program, Asper School of Business, Faculty of Management

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, wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of the Asper School of Business has approved the Proposal to Reform the Undergraduate Bachelor of Commerce Honours Program.

Observations

1. The proposed program will reduce the degree requirements from 126 credit hours to 120 credit hours.
2. Linear Algebra and Statistics II will no longer be required as core courses for students in all 13 majors offered by the Faculty. In addition, Statistics I will replace Linear Algebra as a Track 1 qualifying requirement. The Committee found that the Asper School had consulted appropriately and in a timely fashion with the Faculty of Science regarding the implications on student enrolment in courses in the Departments of Mathematics and Statistics.
3. The Committee noted that computer usage will no longer be a required course; computer usage will be included in the Management Information Systems introductory course (MIS 2000) which will be expanded from a lecture only course to include a mandatory laboratory section. The Committee found that the adequate and timely consultation had occurred with the Department of Computer Science regarding this proposal.
4. It is proposed the Introductory Accounting (ACC 1100), Managerial Accounting (ACC 1110) and Corporation Finance (FIN 2000) also be expanded to include a lab component. The Faculty indicated that the addition of lab components to these courses will contribute to lower VW and failure rates.
5. The Asper School of Business projected the cost of running labs in the four courses to be \$127,788 annually and that the projected revenue from a \$25 lab fee would be \$77,500 annually. The Committee received written confirmation from the Dean that the annual net cost of \$50,288 for these laboratories will be covered through existing resources of the Asper School.
6. The Faculty proposes to eliminate the requirement for a course in Critical Thinking. (PHIL 1200 (6), or PHIL 1290 (3), or PHIL 1320 (3), or PHIL 2850 (3)). There was extensive discussion with the Department of Philosophy and the Faculty of Arts regarding the potential resource implications of a drop in student enrolment in PHIL

1290. The Committee is satisfied that appropriate and timely consultation with the Department of Philosophy occurred.

7. The Committee is satisfied that the resources to implement the proposal to reform the undergraduate Bachelor of Commerce Honours Program would be covered through the resources of the Asper School of Business and would require no new University funding.

Recommendations:

The SPPC recommends THAT:

Senate approve the Proposal to Reform the Undergraduate Bachelor of Commerce Honours Program, Asper School of Business, Faculty of Management.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

Report of the Senate Committee on Admissions concerning a proposal from the Asper School of Business to revise its Track 1 admission requirements for students applying to its Bachelor of Commerce (Honours) Program from University 1 (2010.09.03)

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.
2. The Faculty Council of the I.H. Asper School of Business/Faculty of Management has approved undergraduate curriculum changes for the Bachelor of Commerce (Honours) Program, recommending that Senate approve the proposal for implementation for the September, 2011 intake. The proposal (in full) has been sent to the Senate Committee on Curriculum and Course Changes. As there are implications for admissions, admission-relevant elements of the proposal have been forwarded to the Senate Committee on Admissions for consideration and approval.

Observations:

1. The proposed program changes come after several years of committee meetings by an *ad hoc* committee established to review the undergraduate program to ensure that it is state-of-the-art, reflective of contemporary business thought and needs, and consistent with our pursuit of excellence and relevance as reflected by our AACSB accreditation. Following the *ad hoc* committee's recommendations, implementation moved to our Undergraduate Program Committee and involved further modifications based on Department and Faculty input. The Faculty as a whole (including all Departments) broadly endorses the entire proposal.
2. Some highlights of the changes for students admitted under the 'normal' Track 1 entrance requirements include the following:
 - Linear Algebra is replaced by Statistics I as a Track 1 qualifying requirement.
 - The list of foundational knowledge courses has been expanded from Psychology and Sociology to also include Anthropology, History, Mathematics, Philosophy, or Political Studies.
 - The Written English "W" requirement has been changed to allow only discipline specific "W" courses (i.e., effectively eliminating interdisciplinary "W" courses like ARTS 1110).

The Business School sees no negative effects on students and related programs. Current students will be able to complete their current program under the current design. With respect to articulated or joint programs with other institutions, the Business School is in the process of working with its partners to adjust to the new requirements once Senate approves the changes. The goal has been to improve the Bachelor of Commerce (Honours) program by better preparing students as they enter the program and giving them a richer experience once they are in the program.

3. Currently, to be eligible for consideration in the Track 1 admission category, applicants must have completed the following courses with a grade of “C” or better:

- Economics ECON 1200 (6)
- Mathematics MATH 1520 or MATH 1500 (3) and Mathematics MATH 1310 or MATH 1300 (3)
- Psychology PSYC 1200 (6) or Sociology SOC 1200 (6)
- A 3 or 6 credit hour course that satisfies the Written English (“W”) requirement
- 0-3 credit hours of electives (depending on the chosen “W” course)

Recommendations:

The Senate Committee on Admission recommends:

THAT Senate approves the proposal from the Asper School of Business revising the Track 1 admission requirements for its Bachelor of Commerce (Honours) Program as follows:

Students eligible for consideration in the Track 1 admission category must have completed the following courses with a minimum grade of “C” in each:

- Economics ECON 1200 (6) or *both* ECON 1010 (3) and ECON 1020 (3)
- Mathematics MATH 1520 or MATH 1500 (3)
- Statistics 1000 (3)
- 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology. (Please note that courses chosen for this requirement must be independent from courses that complete other program requirements.)
- A 3 or 6 credit hour course that satisfies the Written English (“W”) requirement—this “W” requirement must be discipline-specific; interdisciplinary courses like ARTS 1110 no longer fulfill this requirement
- 0-3 credit hours of electives (depending on the chosen “W” course)

To be eligible for consideration, eligible applicants must have completed at least 24 credit hours by April 30, as is currently the case. Although 24 credit hours is the minimum requirement for admission, a full year course load would require 30 credit hours; therefore, students only taking 24 credit hours for admission will need to pick up an extra 6 credit hours of course work once in the Asper School of Business. Admission in the Track 1 category continues to be competitive; meeting the minimum eligibility requirements does not guarantee admission.

While the new Track 1 admission requirements take effect for the September 2011 intake, applicants for this year’s intake will also be admitted under the current Track 1 admission requirements.

Respectfully submitted,

Susan Gottheil, Chair
Senate Committee on Admissions

Faculté des arts, sciences et d'administration des affaires



Collège universitaire de Saint-Boniface

Proposition d'un programme de Baccalauréat es arts spécialisé en études théâtrales

Ibrahima Diallo, doyen

Jean Valenti, coordonnateur, professeur de théâtre et de littérature français

Membre du groupe de travail :

- Christian Perron; Service d'animation culturelle
- Marc Prescott; service d'animation culturelle
- John Bluethner : comédien
- Lise Gaboury-Diallo, professeure de littérature canadienne française
- Irène Mahé (Cercle Molière)
- Rolland Mahé (Cercle Molière)
- Denis Rouleau (Troupe Théâtre du jour, Saskatchewan)

28 juillet 2010

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SECTION I : Description du programme

1.1 Description du programme de baccalauréat ès arts spécialisé en études théâtrales

Ce programme de spécialisation en études théâtrales constitue un cursus d'enseignement postsecondaire qui vise à former un personnel qualifié pour les arts de la scène dans la francophonie de l'Ouest canadien. Notre programme de théâtre entend en effet former des acteurs, des metteurs en scène et des techniciens dotés d'habiletés théoriques et pratiques capables d'intégrer le marché du travail. Notre programme en études théâtrales, entièrement en français, sera le seul programme du genre dans l'Ouest canadien. Il ambitionne non seulement de combler une lacune dans le domaine de la formation théâtrale en français dans les provinces de l'Ouest canadien, mais il veut aussi assurer la relève du personnel des arts de la scène dans la francophonie canadienne de l'Ouest.

Le programme de baccalauréat ès arts spécialisé en études théâtrales qui pourrait être offert au Collège universitaire de Saint-Boniface (Collège) vise à :

- offrir une éducation universitaire générale ainsi qu'une formation spécialisée en études théâtrales, entièrement en français;
- contribuer au développement socioéconomique et culturel des arts de la scène grâce à la formation universitaire, à la recherche dans le domaine du théâtre et à des liens forts entretenus avec la communauté francophone de l'Ouest, à la communauté théâtrale nationale et internationale;
- former des acteurs, des techniciens et des metteurs en scène dotés d'habiletés théoriques et pratiques leur permettant de répondre aux besoins du marché dans le domaine théâtral de l'Ouest francophone canadien, notamment le Manitoba et la Saskatchewan.

Ce programme contribuera à répondre à la demande sociale et aux besoins croissants des compagnies de théâtre de l'Ouest canadien en ce qui concerne la formation théâtrale universitaire en français. Il reflètera les particularités culturelles et linguistiques de la population francophone de l'Ouest canadien en proposant un cursus fondé sur la culture théâtrale francophone de l'Ouest canadien, du Québec et sur l'histoire du théâtre en France.

Le programme de baccalauréat ès arts spécialisé en études théâtrales recoupe en partie les programmes de théâtre de l'Université du Manitoba et de l'Université de Winnipeg. Comme ces programmes, notre spécialisation en études théâtrales propose un ensemble de cours théoriques et pratiques sur les arts de la scène, des ateliers menés par des professionnels du milieu théâtral sur diverses thématiques, des stages de formation supervisés par des professionnels des arts de la scène. Mais

contrairement à ces programmes, notre baccalauréat sera offert entièrement en français. Le choix de langue suppose par ailleurs un choix de culture, et nos corpus théâtraux seront constitués de pièces de théâtre de la francophonie canadienne de l'Ouest, du Québec et du corpus canonique de France.

Mentionnons également que le programme d'études proposera des cours à la fois pratiques, théoriques et historiques. Les cours de nature théorique permettront à l'étudiante et à l'étudiant de se familiariser avec les spécificités du texte théâtral, alors que les cours à fondement historique aborderont l'histoire du théâtre de l'Ouest canadien, les corpus canoniques du Québec et de la France. Outre cette formation, de nombreux cours pratiques composent notre programme de spécialisation en études théâtrales. Ces cours mettent essentiellement l'accent sur le jeu théâtral dans ses différents aspects. Notre baccalauréat comporte donc une dimension universitaire centrée sur l'étude, l'examen et l'analyse des corpus théâtraux, ainsi qu'une dimension pratique insistant sur les nombreuses facettes des arts de la scène comme le jeu, la mise en scène et les techniques de scène. Cette double dimension est conforme aux recommandations des troupes théâtrales rencontrées dans le cadre de notre consultation. Du reste, la formation offerte dans notre programme de baccalauréat ès arts spécialisé en études théâtrales est de type généraliste d'une part et d'autre part, elle permet à l'étudiante ou à l'étudiant de se familiariser avec les arts de la scène sous la supervision de professionnels du milieu théâtral au moyen d'ateliers et de stages pratiques en troisième et quatrième années.

Durée de la formation :

- la durée de cette formation est de quatre (4) ans, soit une valeur totale de 120 crédits, incluant la première année (Université 1) de trente (30) crédits;
- le programme proprement dit de baccalauréat ès arts spécialisé en études théâtrales exige que les étudiants accumulent cinquante-sept (57) crédits en français dont quarante-cinq (45) dans le volet théâtre.

Plan du programme :

Le Tableau 1 résume l'organisation et la répartition du nombre de crédits par année sur la durée totale du programme de quatre (4) ans.

Tableau 1 : Répartition des crédits du programme

Université 1	18 crédits en français, dont 6 crédits de cours de théâtre; 3 crédits de mathématiques et 9 crédits de sciences humaines ou sociales
Année 2	15 crédits obligatoires en cours de théâtre de niveau 2000; 15 crédits de cours à option; le secteur de français encouragera les étudiants à suivre des cours de littérature pour parfaire leur formation en théâtre; rien n'empêche les étudiants de suivre d'autres cours de théâtre s'ils sont offerts durant la deuxième année
Année 3	12 crédits obligatoires en cours de théâtre de niveau 3000; 18 crédits de cours à option; le secteur de français encouragera les étudiants à suivre des cours de littérature pour parfaire leur formation en théâtre; rien n'empêche les étudiants de suivre d'autres cours de théâtre si ceux-ci sont offerts durant

	la troisième année
Année 4	12 crédits obligatoires en cours de théâtre de niveau 4000; 18 crédits de cours à option; le secteur de français encouragera les étudiants de suivre des cours de littérature pour parfaire leur formation en théâtre; rien n'empêche les étudiants de suivre d'autres cours de théâtre si ceux-ci sont offerts durant la quatrième année
	Total : 120 crédits (57 crédits en français, dont 45 en théâtre), 6 crédits en sciences dont 3 crédits de mathématiques, 57 crédits de cours à option.

1.2 Liste des cours (titre, numéro, crédits semestriels en heures et description pour le répertoire)

Description du cursus

Le contenu pédagogique de notre baccalauréat ès arts spécialisé en études théâtrales vise à inculquer à nos étudiants des connaissances à la fois historiques, théoriques et pratiques sur les corpus théâtraux et les arts de la scène.

Université 1

Les cours d'Université 1 comprennent des cours offerts par le secteur de français, le secteur des sciences et le secteur des sciences humaines et sociales. Cela revient à dire que ces cours existent déjà. À noter cependant que deux (2) nouveaux cours de théâtre ont été créés; ils seront offerts à la première année universitaire (Université 1) et pourront être suivis par toute la clientèle étudiante universitaire.

Exigences relatives à Université 1

Les 30 crédits d'Université 1 doivent inclure :

- 12 crédits parmi les cours suivants : FRAN 1021 L'art de parler (3 crédits); FRAN 1071 Lectures dirigées (3 crédits); FRAN 1091 Rédaction universitaire (3 crédits) et FRAN 1111 Grammaire et laboratoire (3 crédits)¹;
- 6 crédits de cours de théâtre : THTR 1001 Initiation à l'improvisation (3 crédits) et THTR 1021 Introduction à l'analyse du texte théâtral (3 crédits);
- 6 crédits de cours de sciences, dont 3 crédits obligatoires en mathématiques;
- 6 crédits en sciences humaines ou sociales.

¹ Si l'étudiante ou l'étudiant ne satisfait pas aux exigences de langue du Collège universitaire de Saint-Boniface, il ou elle devra suivre un cours additionnel de français, FRAN 1001 Grammaire de l'écrit.

Tableau 2 : Cours du programme de baccalauréat ès arts spécialisé en études théâtrales

1 ^{re} année (Université 1)	2 ^e année	3 ^e année	4 ^e année
18 crédits : FRAN 1021 L'art de parler (3) FRAN 1071 Lectures dirigées (3) FRAN 1091 Rédaction universitaire (3) FRAN 1111 Grammaire et laboratoire (3) THTR 1001 Initiation à l'improvisation théâtrale (3); THTR 1021 Introduction à l'analyse du texte théâtral (3)	15 crédits : 5 cours de niveau 2000 parmi les cours suivants : THTR 2521 Art théâtral et techniques de scène (3) THTR 2531 Le jeu corporel (3) THTR 2541 L'expression orale au théâtre (3) THTR 2551 Improvisation théâtrale (3) FRAN 2513 Introduction au théâtre I (3) FRAN 2541 Introduction au théâtre II (3)	12 crédits : 4 cours de niveau 3000 parmi les cours suivants : THTR 3521 Interprétation, voix et expression orale (3) THTR 3531 Jeu et caméra (3) THTR 3541 Le jeu réaliste (3) THTR 3551 Clown et masques (3) THTR 3561 Scénographie (3) THTR 3571 Atelier de théâtre I (3) FRAN 3531 Le théâtre québécois (3) FRAN 3541 Le théâtre de l'Ouest (3)	12 crédits : 4 cours de niveau 4000 parmi les cours suivants : THTR 4521 Mise en scène I (3) THTR 4531 Mise en scène II (3) THTR 4541 Jouer les genres théâtraux (3) THTR 4551 Atelier de théâtre et production (6) FRAN 4071 Sujets particuliers (3) FRAN 4591 Création littéraire : théâtre (3)

Description des cours

Dans le Tableau 2, les cours présentant une cote THTR² sont de nouveaux cours; les cours ne présentant pas une telle cote sont des cours qui existent déjà et font partie des cours du secteur de français. À noter que le volet « théâtre » de la banque de cours du secteur de français propose à ce jour trente (30) crédits, nombre suffisant pour réaliser une mineure (18 crédits) et une majeure (30 crédits). Les cours présentés ci-dessous sont les nouveaux cours qui ont été élaborés pour le programme de baccalauréat ès arts en études théâtrales.

THTR 1001 Initiation à l'improvisation théâtrale (3 crédits)

Ce cours vise à initier les étudiants aux aspects fondamentaux de l'improvisation théâtrale. À ce titre, il aborde différents aspects de l'improvisation comme l'expression des sentiments et du corps, et de la mise en scène comme le déroulement d'une scène, le jeu à partir d'un motif, la créativité, l'écoute du public, la capacité d'attention, l'initiative, la réceptivité, la spontanéité sur scène et l'utilisation des accessoires.

THTR 1021 Introduction à l'analyse du texte théâtral (3 crédits)

Ce cours vise à initier les étudiants aux divers aspects du texte théâtral. À ce titre, il sera non seulement question de la spécificité du texte théâtral, des genres théâtraux, des rapports entre le texte et sa représentation, mais aussi des questions relatives à l'organisation de la fiction dans le texte théâtral, à l'organisation de l'espace et du temps, aux rapports entre énoncé et énonciation, entre intrigue et personnage.

² La cote THTR est celle utilisée par l'Université du Manitoba pour ses cours de théâtre.

THTR 2521 Art théâtral et techniques de scène (3 crédits)

Ce cours vise à initier les étudiants aux équipements spécialisés de la scène. Il y sera question d'éclairage (théorie de la lumière et de la couleur, fonctionnement des projecteurs, maîtrise de la console d'éclairage, création d'un ensemble scénique homogène) et des principes de la sonorité (fonctionnement des divers appareils : lecteurs, microphones, amplificateurs, réverbérateurs, etc.). Ce cours abordera aussi la sonorité : théorie du son, éventail de bruitages, utilisation d'effets sonores et de musique dans un spectacle, enregistrement. Enfin, ce cours se penchera sur la question de la régie : direction technique et direction de production théâtrale.

THTR 2531 Le jeu corporel (3 crédits)

Ce cours vise à initier les étudiants aux diverses approches du corps comme langage scénique : les rapports entre le langage et le geste, les fonctions de la gestuelle dans un jeu équilibré. Il y sera aussi question des rapports entre le corps et l'espace, le corps et les rythmes. Il s'agira enfin de mettre l'accent sur les grandes tendances qui se dégagent des problématiques actuelles sur les rapports entre le corps et le jeu.

THTR 2541 L'expression orale au théâtre (3 crédits)

Étude de l'expression orale et de la communication sous leurs différents aspects. Étude des règles de la prononciation, de l'élocution et de la prosodie du français contemporain. Étude des diverses techniques de l'élocution théâtrale comme moyen de communication et comme moyen de l'art dramatique (registres tragique, dramatique et comique). Analyse des facteurs et des fonctions du langage et de la communication. Initiation aux techniques de lecture à première vue et aux techniques de textes à mémoriser. Initiation aux diverses techniques respiratoires et vocales.

THTR 2551 Improvisation théâtrale (3 crédits)

Ce cours reprend les grands principes de l'improvisation théâtrale proposés dans THTR 1001 (Initiation à l'improvisation théâtrale), mais il les applique cette fois à nombre de thématiques, de situations et d'aspects différents du jeu improvisé. À ce titre, ce cours aborde et explore d'autres dimensions de l'improvisation théâtrale, tout en se fondant sur les acquis du cours d'improvisation de première année.

THTR 3521 Interprétation, voix et expression orale (3 crédits)

Étude de la voix sur le plan interprétatif et expressif. Les divers rapports entre la voix, l'expressivité individuelle, collective et le spectacle. Les rythmes de la voix (modulations, hésitations, accélérations). Les rapports entre la voix, le corps et l'espace. Les principes de l'improvisation vocale et du jeu choral.

THTR 3531 Jeu et caméra (3 crédits)

Ce cours vise à initier les étudiants au rôle créateur de la caméra. À ce titre, les rapports entre le jeu de l'acteur et les différents types de cadrages relatifs au septième art seront abordés. En outre, il y sera question de compréhension et d'interprétation de scripts, ainsi que de nombreux aspects relatifs au jeu de l'acteur sur un plateau de tournage : scènes avec nudité, scènes de combat, essayage de costumes, apprentissage d'accents étrangers, maniement d'armes, principes de jeu avec des animaux ou des doublures. Du reste, ce cours accordera une attention particulière à la question des auditions.

THTR 3541 Le jeu réaliste (3 crédits)

Connaissance théorique et pratique des techniques de jeu réaliste selon la méthode de Stanislavski et de l'Actors' Studio. Le rôle et les fonctions du corps, les techniques de l'identification et de l'incarnation; le rôle des émotions, l'écoute des partenaires de jeu, l'observation, la construction globale du personnage. Techniques et esthétiques du jeu réaliste.

THTR 3551 Clown et masques (3 crédits)

Ce cours vise à initier les étudiants aux aspects fondamentaux de l'art du clown et du rôle des masques dans l'engagement physique au théâtre. Aussi aborde-t-il les différents aspects du jeu du clown et de la pratique du jeu masqué (théâtre antique, Commedia dell'arte), comme la gestuelle, le langage, le mouvement, l'espace, l'utilisation des accessoires et l'importance de l'intégration du clown à la formation de l'acteur.

THTR 3561 Scénographie (3 crédits)

Introduction à la scénographie du point de vue historique et évolutif (du théâtre de l'Antiquité grecque au théâtre de la dérision). Introduction au travail d'agencement des moyens techniques et artistiques de la scénographie, en tenant compte des rapports entre le texte théâtral et l'espace de la scène. Mise en relief des différentes étapes de la conception scénographique (décors, costumes, jeu de lumières, effets scéniques, etc.). Réflexion sur le travail de scénographes réputés comme Walter Gropius, Yannis Kokkos et Wieland Wagner.

THTR 3571 Atelier de théâtre (3 crédits)

Cours d'initiation à la pratique théâtrale dans son ensemble : jeu, scénographie, mise en scène. Ce cours constitue une synthèse de tous les aspects de l'art dramatique en prévision de scènes jouées devant la salle de classe ou pour des invités à la fin du trimestre. Des aspects incontournables de l'art dramatique figureront au programme de ce cours : la concentration, l'écoute personnelle et collective, le monologue intérieur, la mémoire sensorielle et affective, l'analyse approfondie de scènes, la

construction de personnages, le travail à l'extérieur des répétitions ainsi que le comportement lors de répétitions.

THTR 4521 Mise en scène I (3 crédits)

Ce cours vise à initier les étudiants aux principes relatifs à la mise en scène. Les rapports entre l'art de la mise en scène et certaines théories esthétiques seront abordées. Il s'agira également de mettre l'accent sur les grandes tendances qui se dégagent des problématiques actuelles de la mise en scène. Ce cours propose aussi une réflexion critique sur la mise en scène comme forme d'interprétation qui mène à la création théâtrale.

THTR 4531 Mise en scène II (3 crédits)

Ce cours reprend les principes du THTR 4521 Mise en scène I et les applique à la dramaturgie, à la scénographie, à différentes esthétiques historiques et au jeu de l'acteur. À ce titre, il permet à l'étudiant de mieux connaître les ressources artistiques et pratiques à la disposition du metteur en scène. À travers une série de travaux pratiques et de projets, l'étudiant pourra parachever ses connaissances de la mise en scène. Tout en insistant sur les divers aspects de la mise en scène, ce cours accordera aussi une importance particulière à la direction des acteurs.

THTR 4541 Jouer les genres théâtraux (3 crédits)

Cours de synthèse dans lequel les étudiants aborderont les techniques de jeu liées aux genres théâtraux principaux : la comédie, la tragédie et le drame. À ce titre, une attention particulière sera apportée à l'action comique, tragique et dramatique sous le rapport des conflits et des renversements de situation, des rythmes vocaux (répliques, interaction entre comédiens), des didascalies, du contexte culturel des œuvres dramaturgiques et du contexte théâtral en général. Ce cours permettra aussi d'aborder la question de la composition et de l'interprétation d'un personnage en fonction de la compréhension du texte et des techniques de jeu.

THTR 4551 Atelier de théâtre et production (6 crédits)

Cours de pratique théâtrale dans son ensemble : jeu, scénographie, mise en scène. Dans ce cours, les étudiants doivent monter une production théâtrale, gérer tous les aspects relatifs à une telle production, comme la publicité, les costumes, les décors, le jeu de lumières, etc.

Cours à option

Comme l'étudiant doit compléter 57 crédits de cours en français dont 45 en théâtre et 6 crédits en sciences, il lui reste 57 crédits à accumuler en cours à option. Le secteur de français suggère fortement aux étudiants inscrits au baccalauréat ès arts spécialisé en études théâtrales de suivre d'autres cours de théâtre ou des cours de littérature pour parfaire leur formation. Le tableau ci-dessous indique tous les cours offerts par le

secteur de français (nous n'incluons pas les cours qui figurent dans le tableau 1) et qui pourraient être considérés comme des cours à option.

Tableau 3 : cours à option³

Cote des cours	Titres des cours	Nombre de crédits
FRAN 4551	L'âge d'or du théâtre français	3 crédits
FRAN 4561	Le théâtre français au XVIII ^e siècle	3 crédits
FRAN 4591	Création littéraire : théâtre	3 crédits
FRAN 2631	Poésie et chanson dans la littérature française	3 crédits
FRAN 2641	Le discours amoureux dans la littérature française	3 crédits
FRAN 2651	La nature dans la littérature française	3 crédits
FRAN 2661	La fantaisie dans la littérature française	3 crédits
FRAN 2681	Civilisation française	3 crédits
FRAN 3631	Les romanciers du XX ^e siècle	3 crédits
FRAN 3641	Le rire dans la littérature française	3 crédits
FRAN 3651	Littérature et vision tragique du monde	3 crédits
FRAN 3661	L'esprit de la révolution française	3 crédits
FRAN 3671	Études de poésie	3 crédits
FRAN 3681	Thèmes romantiques	3 crédits
FRAN 3731	Initiation aux littératures francophones	3 crédits
FRAN 4061	La femme dans la littérature	3 crédits
FRAN 4071	Sujets particuliers	3 crédits
FRAN 4081	Littérature et cinéma	3 crédits
FRAN 4631	Métamorphoses du roman	3 crédits
FRAN 4641	Réalisme et engagement	3 crédits
FRAN 4651	Poésie féminine	3 crédits
FRAN 4661	Nouveaux visages du roman	3 crédits
FRAN 4731	Littérature africaine	3 crédits
FRAN 4741	Littérature maghrébine	3 crédits
FRAN 4751	Littérature antillaise	3 crédits
FRAN 2831	L'individu et le pays	3 crédits
FRAN 2841	La quête du bonheur	3 crédits
FRAN 2851	Le folklore et la littérature orale	3 crédits
FRAN 2861	L'influence de la littérature orale	3 crédits
FRAN 2881	Civilisation canadienne-française	3 crédits
FRAN 3831	L'époque de la contestation	3 crédits
FRAN 3841	La Révolution tranquille et le roman	3 crédits
FRAN 3851	Littérature de l'Ouest : poésie, nouvelles	3 crédits
FRAN 3861	Littérature de l'Ouest : roman	3 crédits
FRAN 4061	La femme dans la littérature	3 crédits

³ La description de ces cours figure à l'annuaire 2010-2011 du Collège universitaire de Saint-Boniface, tout comme à l'annuaire de chaque nouvelle année universitaire.

FRAN 4071	Sujets particuliers	3 crédits
FRAN 4831	Littérature de l'Acadie et des Cajuns	3 crédits
FRAN 4841	Le roman du terroir	3 crédits
FRAN 4851	Du classicisme à l'exotisme	3 crédits
FRAN 2911	Procédés d'écriture	3 crédits
FRAN 2921	Cours de phonétique française	3 crédits
FRAN 2931	Initiation à la linguistique	3 crédits
FRAN 2941	Structures du français contemporain	3 crédits
FRAN 2991	Création de textes variés	3 crédits
FRAN 3911	Procédés et analyses stylistiques	3 crédits
FRAN 3931	Lexicologie et lexicographie	3 crédits
FRAN 3941	Syntaxe du français contemporain	3 crédits
FRAN 3951	Évolution de la langue	3 crédits
FRAN 3991	Création littéraire : conte et nouvelle	3 crédits
FRAN 4011	Sociocritique	3 crédits
FRAN 4021	Critique féministe	3 crédits
FRAN 4921	Les parlers régionaux	3 crédits
FRAN 4931	La langue dans la littérature	3 crédits
FRAN 4971	Sociolinguistique	3 crédits
FRAN 4981	Création littéraire : roman	3 crédits
FRAN 4991	Création littéraire : poésie	3 crédits

1.3 Aperçu des objectifs éducationnels du programme

Les objectifs du programme de baccalauréat ès arts spécialisé en études théâtrales consistent à :

- former et produire des diplômés possédant des connaissances et des compétences théoriques, historiques et pratiques dans le domaine du théâtre et des arts de la scène;
- préparer et encourager les étudiants à poursuivre des études avancées (2^e et 3^e cycle).

Au-delà des principaux objectifs énoncés ci-dessus, notre programme comporte aussi des sous-objectifs spécifiques qui consistent à :

- contribuer, grâce à la formation universitaire, à la recherche en études théâtrales et à des échanges communautaires avec les compagnies de théâtre, les divisions scolaires, les associations culturelles et les festivals de théâtre, au développement socioéconomique et culturel de la francophonie de l'Ouest canadien;
- former des étudiants qualifiés capables de répondre aux besoins des compagnies théâtrales de l'Ouest canadien et aux besoins des divisions scolaires de la francophonie de l'Ouest canadien.

1.4 Compétences, connaissances, attitudes que les étudiants acquerront grâce à leur participation au programme proposé

À la fin de la première année universitaire (Université 1), les étudiants qui se destinent à la spécialisation en études théâtrales auront déjà suivi deux cours de théâtre (THTR 1001 Initiation à l'improvisation et THTR 1021 Introduction à l'analyse du texte théâtral). À ce titre, ils auront acquis certains principes relatifs aux arts de la scène et à la spécificité du texte théâtral qui seront renforcés tout au long de leur cheminement à travers le baccalauréat ès arts spécialisé en études théâtrales.

Les cours de deuxième année donneront aux étudiants une solide formation sur le plan des grands corpus canoniques de l'histoire du théâtre (de l'Antiquité grecque qui voit éclore le théâtre occidental jusqu'aux enjeux de la question théâtrale au XX^e siècle). Les étudiants seront conviés à lire et à analyser des œuvres théâtrales nombreuses, ce qui leur permettra d'acquérir une solide culture théâtrale tant sur le plan historique que théorique. En outre, les autres cours prévus dès la deuxième année universitaire mettront l'accent sur les dimensions pratiques des arts de la scène. En se fondant sur les acquis de l'Initiation à l'improvisation (THTR 1001), les étudiants développeront davantage leurs connaissances sur le plan de l'improvisation et des interactions entre partenaires de jeu. En suivant le cours intitulé Le jeu corporel (THTR 2531), ils prendront conscience de l'importance du corps dans le cadre d'un jeu équilibré. Les étudiants pourront également faire leurs premières armes dans le domaine de la technique avec le cours Art théâtral et technique de scène (THTR 2521); ils pourront étudier les divers aspects de l'expression orale au théâtre dans le cadre d'un cours intitulé l'Expression orale au théâtre (THTR 2541). Comme on le constate, la deuxième année de cours s'inscrit dans la même trajectoire pédagogique que la première : il s'agit de former les étudiants sur le plan des grands corpus de l'histoire du théâtre et sur le plan pratique des arts de la scène. À ce titre, notre programme comporte, comme d'ailleurs tous les programmes universitaires en études théâtrales, une dimension relative à l'évolution de l'histoire des corpus théâtraux et une dimension pratique de type beaux-arts relative aux arts de la scène. Les cours de troisième et de quatrième année amplifient et diversifient cette orientation pédagogique et formatrice de notre programme de baccalauréat ès arts en études théâtrales.

En somme, les diplômés de la spécialisation en études théâtrales posséderont des connaissances et des compétences relatives au domaine de l'évolution des grands corpus canoniques théâtraux de l'Antiquité grecque, de la civilisation française, de la francophonie de l'Ouest canadien et du Québec. Nos étudiants posséderont aussi des connaissances et des compétences variées sur le plan des arts de la scène, comme sur l'improvisation et les différents types de jeu, la mise en scène et ses grandes problématiques contemporaines, l'évolution des techniques de scène et les techniques de scène contemporaines, et la production d'une œuvre théâtrale. Cette double orientation de notre programme de baccalauréat ès arts en études théâtrales produira des acteurs/créateurs capables de combler les besoins actuels du marché d'aujourd'hui et du marché de demain.

1.5 Critères d'admission

Le programme sera accessible à toute personne répondant aux conditions d'admission en vigueur et désireuse de poursuivre une formation universitaire de premier cycle en études théâtrales au Collège universitaire de Saint-Boniface :

- les étudiants ayant terminé une année de formation générale (Université I) de trente (30) crédits, dont douze (12) en Français (selon le profil linguistique), six (6) en Théâtre, trois (3) en Mathématiques et neuf (9) en Sciences sociales ou humaines seront acceptés;
- compte tenu du fait que le programme offrira une formation spécialisée en études théâtrales, il sera ouvert à tous les francophones qui présentent une demande d'admission, y compris les diplômés de la Division scolaire franco-manitobaine, des écoles d'immersion du Manitoba et les immigrants francophones.

1.6 Programme de spécialisation en études théâtrales et mission du Collège universitaire de Saint-Boniface

L'offre d'un programme de baccalauréat ès arts spécialisé en études théâtrales, en français, au Collège universitaire de Saint-Boniface, s'inscrit fidèlement dans sa mission relative à l'enseignement, à la recherche et au service de la collectivité.

« Le Collège universitaire de Saint-Boniface est l'université de langue française du Manitoba. Le Collège offre une éducation universitaire générale et spécialisée ainsi qu'une formation professionnelle et technique. Ancré dans son milieu, le Collège contribue pleinement à la vitalité et l'épanouissement de la francophonie manitobaine, canadienne et internationale par son enseignement, sa recherche et son rayonnement. Établissement à dimension humaine, le Collège offre un milieu interculturel inclusif et diversifié qui contribue au développement total de la personne, tout au long de la vie. »⁴

Depuis plusieurs années, le secteur de français du Collège propose des champs d'études à la fois variés et connexes : littératures française et francophones, littérature canadienne-française, linguistique et analyse de discours, double spécialisation français-traduction, et enfin, théâtre. Le volet de théâtre comporte déjà neuf (9) cours qui se traduisent en une possibilité de trente (30) crédits; à ce titre, les étudiants peuvent compléter soit une mineure (18 crédits), soit une majeure (30 crédits) en théâtre au secteur de français. Or, le nouveau programme de baccalauréat ès arts spécialisé en études théâtrales permettra non seulement d'offrir une formation plus avancée, mais aussi de remplir un besoin criant dans les communautés théâtrales francophones de l'Ouest. Aussi le Collège remplira-t-il sa mission et son mandat comme établissement d'enseignement postsecondaire puisqu'il contribuera aussi bien

⁴ *Annuaire 2010-2011*, Collège universitaire de Saint-Boniface.

à promouvoir l'épanouissement que le rayonnement de la culture francophone dans le domaine du théâtre. En outre, le programme de spécialisation en études théâtrales formera et assurera la relève dans une industrie culturelle qui, depuis déjà plusieurs années, sollicite auprès des établissements d'enseignement postsecondaire francophones de l'Ouest canadien l'offre d'un programme en études théâtrales. Il est incontestable que le Collège remplira aussi à ce titre sa mission et son mandat comme établissement d'enseignement et de recherche universitaires.

1.7 Ressemblances et différences entre notre programme en études théâtrales et les programmes offerts par l'Université du Manitoba et par l'Université de Winnipeg

Il existe deux programmes de théâtre dans la province du Manitoba, l'un à l'Université du Manitoba et l'autre à l'Université de Winnipeg.

La Faculté des arts de l'Université du Manitoba propose un programme de théâtre (Theatre Program). Il y a à la fois des ressemblances et des différences entre le programme de théâtre de cet établissement et le nôtre. D'abord voyons, les ressemblances. Les deux programmes proposent un mélange de cours pratiques et théoriques. Les cours pratiques portent sur la voix, le mime, le mouvement, la dramaturgie, la scénographie, le jeu et la mise en scène, c'est-à-dire les rudiments indispensables aux arts de la scène. Les deux programmes prévoient également des ateliers offerts par des professionnels du milieu théâtral; à ce titre, les deux programmes entretiennent des liens forts avec leur communauté. Signalons également que les programmes insistent sur les corpus canoniques de l'histoire du théâtre, aussi bien les textes théoriques que les pièces de théâtre comme telles. Ensuite, il y a aussi des différences sensibles entre les deux programmes. Le programme de théâtre du Collège sera entièrement donné en français; il vise à servir la communauté francophone de l'Ouest. Notre programme propose un éventail plus large de cours pratiques relatifs à la profession d'acteur; à ce titre, notre programme est plus orienté sur le jeu de l'acteur. De plus, la plupart des ateliers pratiques (sur la voix, le mime, le mouvement, le jeu, etc.) du programme de l'Université du Manitoba sont donnés par le Prairie Theatre Exchange, alors que nos ateliers prennent place à l'intérieur des cours du programme. En ce qui concerne les corpus théâtraux, notre programme met l'accent sur les corpus francophones de l'Ouest canadien, du Québec; il propose deux cours sur l'histoire du théâtre en France, ainsi que des cours sur des périodes spécifiques de cette histoire. Ainsi, notre programme de théâtre en français débouche sur la culture francophone et française. Signalons enfin que l'étudiant en théâtre à l'Université du Manitoba commence ses cours de théâtre proprement dits seulement après Université I (première année de formation universitaire). Au Collège, l'étudiant pourrait suivre dès la première année un ou même deux cours de théâtre.

Il existe aussi des ressemblances et des différences non négligeables entre le programme de théâtre de l'Université de Winnipeg (Theatre and Film Program) et le nôtre. Passons d'abord en revue ces ressemblances. Encore une fois, ces deux programmes proposent un mélange de cours pratiques et théoriques sur les aspects

fondamentaux des arts de la scène : voix, mouvement, jeu, mise en scène, dramaturgie, scénographie, etc. Les deux programmes prévoient également des ateliers offerts par des professionnels du milieu théâtral; à ce titre, les deux programmes entretiennent des liens forts avec leur communauté. À noter également que les deux programmes insistent sur les corpus canoniques de l'histoire du théâtre, tant au niveau des textes théoriques que des pièces pour la scène elles-mêmes. Notons maintenant les différences entre les deux programmes. Signalons encore une fois que le programme de théâtre du Collège sera entièrement donné en français, car il vise à servir la communauté francophone de l'Ouest. Cela se reflète également dans le choix des grands corpus contemporains et historiques mis au programme des cours puisque ce dernier met l'accent sur les corpus francophones de l'Ouest canadien, du Québec. Il propose deux cours sur l'histoire du théâtre en France, ainsi que des cours sur des périodes spécifiques de cette histoire. On ne retrouve rien de tel à l'Université de Winnipeg, ni d'ailleurs à l'Université du Manitoba, comme on l'a déjà signalé. Par ailleurs, le programme de l'Université de Winnipeg met aussi l'accent sur la cinématographie. À ce titre, il intègre une composante qui sera très peu développée au Collège. Signalons enfin que l'étudiant en théâtre à l'Université de Winnipeg commence ses cours de théâtre proprement dits seulement après Université I (première année de formation universitaire). Au Collège, l'étudiant pourrait suivre dès la première année un ou même deux cours de théâtre.

Tout comme les deux universités anglophones de Winnipeg, le titre de compétences offert par le baccalauréat spécialisé en études théâtrales du Collège sera celui d'acteur et de créateur.

Le baccalauréat spécialisé en études théâtrales sera accessible à toute personne répondant aux conditions d'admission en vigueur et désireuse de poursuivre une formation de premier cycle universitaire en théâtre.

SECTION II : Besoin et demande du marché par rapport au programme

2.1 Besoins locaux et provinciaux en diplômés du programme proposé pour les trois à cinq prochaines années

Notre étude de marché estime de façon conservatrice que nous pourrions enregistrer une dizaine d'inscriptions par année pour les quatre premières années de notre programme. À notre avis, il s'agit d'un chiffre non négligeable qui montre les besoins du marché. De plus, l'Association des théâtres francophones du Canada (ATFC) et l'Association des compagnies de théâtre de l'Ouest (ACTO) montrent dans deux rapports respectifs la « [...] pénurie de personnel qualifié dans les divers domaines de la

production théâtrale dans l'Ouest canadien. »⁵ Cette possibilité bien réelle de dix (10) inscriptions par année liée au manque de main-d'œuvre qualifiée dans l'Ouest francophone canadien nous apparaît comme un indicateur signatif de l'importance de l'implantation d'un programme universitaire de théâtre en français au Manitoba.

2.2 Employeurs potentiels au Manitoba, autres marchés de travail

Notre étude de marché aborde cette question.⁶ À titre de comédien, de technicien, de régisseur, de metteur en scène, de coordonnateur, d'animateur culturel dans les écoles de la Division scolaire franco-manitobaine (DSFM), ou d'animateur ou de présentateur radiophonique ou télévisuel, les diplômés du baccalauréat ès arts spécialisé en études théâtrales pourront trouver des emplois auprès :

- du Cercle Molière (Saint-Boniface, Manitoba), du Théâtre des Crudités (Winnipeg), du Théâtre Vice-Versa Theater (Winnipeg), du Théâtre des 3 Petits Cochons (Winnipeg), du Théâtre dans le Cimetière (Winnipeg), du Festival du Voyageur (Winnipeg), du Festival de théâtre jeunesse;
- d'une des dix-neuf (19) autres compagnies de théâtre francophones au Canada;
- de plus de cent trente-cinq (135) compagnies de théâtre anglophones au Canada;
- des Productions Rivard (Saint-Boniface, Manitoba) ou d'une des treize (13) maisons de production cinématographique et télévisuelle francophones;
- des cent trente-sept (137) diffuseurs pluridisciplinaires ou spécialisés en théâtre au Canada français;
- des nombreux conseils scolaires comme enseignants ou animateurs culturels;
- d'organismes culturels pour la diffusion des arts de la scène, la production de festivals annuels, de galas de la chanson et autres événements culturels;
- du Manitoba Theatre Centre (Winnipeg), du Prairie Theatre Exchange (Winnipeg) et du Winnipeg Jewish Theatre pour ceux qui sont bilingues;
- de Radio-Canada comme animateurs ou présentateurs radiophoniques et télévisuels.

Du reste, le programme de baccalauréat ès arts spécialisé en études théâtrales vise à former des étudiants pour le Manitoba, mais aussi pour la francophonie de l'Ouest canadien et le Canada en général.

2.3 Rencontre et collaboration avec le secteur privé

Le Collège a consulté de nombreux acteurs sociaux lors de l'élaboration de son programme de spécialisation en études théâtrales, et ce, à plusieurs reprises au cours de rencontres formelles. Les compagnies théâtrales du Cercle Molière (Saint-Boniface, Manitoba; Roland Mahé, directeur artistique) et de la Troupe du Jour (Saskatoon,

⁵ *Études de marché en vue de l'implantation d'un programme de baccalauréat spécialisé en études théâtrales*, consultant M. Roger Legal, avril 2009, p. 6 ; les rapports de l'ATFC et de l'ACTO sont respectivement : *La formation théâtrale au Canada français*, mars 2007 et *La formation théâtrale au Canada français*, mars 2007.

⁶ *Ibid.*, Annexe A, p. 21.

Saskatchewan; Denis Rouleau, directeur artistique) ont contribué par leurs commentaires, leurs remarques et leurs suggestions à l'élaboration de notre programme. Il en est ainsi pour les Productions Rivard (Winnipeg, Manitoba), pour les représentants de la troupe universitaire de théâtre Chiens de Soleil et du Service d'animation culturelle du Collège universitaire de Saint-Boniface. Signalons aussi la présence à nos réunions d'acteurs (John Bluethner, Christian Perron, Geneviève Pelletier, Marc Prescott), de metteurs en scène (Christian Perron, Marc Prescott, John Bluethner, Geneviève Pelletier), de dramaturges (Marc Prescott). Nous avons également eu parmi nous un représentant de Radio-Canada français (Christian Molgat, réalisateur-coordonnateur), un représentant du Collège Louis-Riel (Alain Jacques) et un membre du Syndicat des techniciens de scène (IATSE) en la personne d'Alain Dondo. Signalons qu'Alain Jacques et Marc Prescott sont membres de l'Union des artistes.

L'implication des deux troupes de théâtre et celle des collaborateurs mentionnés ci-dessus dans l'élaboration de notre programme d'études, nous assurent que notre programme répond bel et bien aux besoins réels du marché en formation théâtrale.

2.4 Potentiel de notre programme au niveau de l'emploi, de la recherche et du développement

Notre programme vise d'abord et avant tout à former des acteurs-créateurs, des gens de la scène théâtrale, francophones et bilingues en partie qui pourront intégrer un marché du travail fort diversifié en termes d'emplois potentiels. Ces emplois sont identifiés à la rubrique 2.2 ci-dessus. En se fondant sur les rapports de l'Association des théâtres francophones du Canada (ATFC) et de l'Association canadienne des théâtres de l'Ouest (ACTO), notre étude de marché réitère la nécessité d'une formation en études théâtrales dans l'Ouest francophone canadien, non seulement sur le plan de la relève des effectifs dans les compagnies de théâtre, mais encore des emplois disponibles sur le marché actuel. Il en va de même pour les divisions scolaires qui recrutent des animateurs culturels et du personnel qualifié pour l'enseignement des études théâtrales. Les chaînes de télévision et de radio comme Radio-Canada (ou plus modestement, comme les radios communautaires) sont aussi à la recherche de personnel qualifié pour faire de la présentation ou de l'animation.

La création d'un programme de baccalauréat ès arts spécialisé en études théâtrales adapté aux besoins socioéconomiques, aux réalités culturelles et linguistiques de la population francophone du Manitoba et plus largement de l'Ouest canadien francophone constitue le principal facteur de promotion de la recherche et de la formation en études théâtrales. L'insertion professionnelle des diplômés de ce programme génèrera des retombées socioéconomiques positives tant sur le plan des ressources en termes d'emplois que sur le plan des infrastructures des compagnies théâtrales des communautés francophones de l'Ouest canadien.

SECTION III : Intérêts des étudiants pour le programme

3.1 Étudiants visés par le programme

Notre étude de marché a permis d'identifier les regroupements d'élèves ou d'étudiants à sonder quant à leur intérêt par rapport à un éventuel programme en études théâtrales qui pourrait être offert au Collège.⁷ Les clientèles convoitées sont les suivantes :

- les étudiants universitaires actuellement inscrits au Collège;
- les jeunes adultes passés au Collège ces dernières années sans y compléter un diplôme, ainsi que des « amis » du Cercle Molière et de Chiens de Soleil; ces deux clientèles potentielles porteraient la désignation d'universitaire/générale;
- la clientèle franco-manitobaine de niveau secondaire, celle qui fréquente les écoles de la Division scolaire franco-manitobaine (DSFM);
- la clientèle d'immersion française de niveau secondaire, celle qui fréquente les écoles secondaires d'immersion française du Manitoba ou qui suit un programme secondaire d'immersion française logé dans une école secondaire anglaise du Manitoba;
- la clientèle fransaskoise de niveau secondaire, celle provenant du Conseil des écoles fransaskoises;
- la clientèle des provinces et territoires canadiens autres que le Manitoba et la Saskatchewan ainsi que de l'étranger; cette clientèle n'a pas été sondée, mais on sait qu'elle constitue une composante grandissante au Collège.

3.2 Caractère unique de la spécialisation en études théâtrales

Nous avons souligné au point 1.7 l'existence de deux programmes de théâtre au Manitoba, ceux de l'Université du Manitoba et de l'Université de Winnipeg. Il a aussi été question des ressemblances et des différences entre ces programmes et notre spécialisation en études théâtrales. Les différences les plus sensibles se trouvent, d'une part au niveau de la langue d'enseignement et, d'autre part, au niveau des grands corpus théâtraux canoniques. En effet, notre programme sera entièrement donné en français, contrairement aux programmes anglophones des deux autres universités de Winnipeg; le choix de cette langue entraîne bien entendu un choix des corpus canoniques de l'histoire du théâtre. Ceux-ci seront à la fois franco-manitobain, québécois et français. La langue et les corpus théâtraux canoniques sont les deux différences les plus importantes entre notre programme de baccalauréat ès arts spécialisé en études théâtrales et les autres programmes de théâtre offerts par les universités anglophones du Manitoba. Ces différences font de notre programme

⁷ *Études de marché en vue de l'implantation d'un programme de baccalauréat spécialisé en études théâtrales*, consultant M. Roger Legal, avril 2009, section 4, p. 14-18.

quelque chose d'unique dans tout l'Ouest du Canada, car il sera le seul à répondre aux particularités linguistiques et culturelles de ses populations francophones.

3.3 Intérêt et demande pour ce programme

Encore une fois, notre étude de marché propose une estimation du nombre d'inscriptions par année sur la durée du baccalauréat ès arts spécialisé en études théâtrales (4 ans).

- Clientèle universitaire/générale : « Vingt (20) jeunes adultes de niveau postsecondaire témoignent d'un niveau d'intérêt variable à s'inscrire au programme de spécialisation en études théâtrales dont quatorze (14) se disent très intéressés. [...] Quant aux cinq (5) répondants n'ayant pas enregistré de réponses à la question relative à l'intérêt, [...] au moins deux (2) d'entre eux auraient probablement voulu se dire intéressés parce que leurs réponses inscrites au recto du formulaire sont tellement positives, voire enthousiastes. Les questions qui figuraient au verso, dont celle les invitant à signifier leur intérêt, sont toutes demeurées sans réponse; ils ont vraisemblablement oublié de tourner la page.

Contentons-nous donc de ne retenir que les quatorze très intéressés et les deux autres qui le sont sans doute tout autant; cela fait $14 + 2 = 16$. Coupons ce nombre de moitié pour être conservateurs; cela fait huit (8) étudiants répartis sur les quatre ans du programme ou deux étudiants par année en moyenne. » (M. Roger Legal, consultant, *Étude de marché en vue de l'implantation d'un programme de baccalauréat spécialisé en études théâtrales au Collège universitaire de Saint-Boniface*, p. 15)

- Clientèle franco-manitobaine : « Ici également, le nombre total d'intéressés se situe dans la mi-vingtaine [...]. [Il] n'en demeure pas moins que vingt-quatre (24) élèves très intéressés, ce n'est pas négligeable. Ici également, nous appliquons la mesure de couper de moitié pour être conservateurs, cela fait douze (12) inscriptions. [...] [Cela] fait bien avec le temps une moyenne de trois (3) inscriptions par année et conséquemment une moyenne de trois (3) diplômés par année. » (M. Roger Legal, consultant, *Étude de marché en vue de l'implantation d'un programme de baccalauréat spécialisé en études théâtrales au Collège universitaire de Saint-Boniface*, p. 16)
- Clientèle d'immersion française : selon « l'approximation raisonnable » de notre consultant, « [...] une moyenne de deux (2) inscriptions par année et conséquemment de deux diplômés par année. » (M. Roger Legal, consultant, *Étude de marché en vue de l'implantation d'un programme de baccalauréat spécialisé en études théâtrales au Collège universitaire de Saint-Boniface*, p. 17)

- Clientèle fransaskoise : notre étude de marché estime que huit (8) étudiants pourraient s'inscrire au baccalauréat spécialisé en études théâtrales. « Divisons par 2 ici aussi pour être conservateurs; cela fait 4, ce qui correspond à une (1) inscription par année. Cela correspond à un (1) diplômé par année. » (M. Roger Legal, consultant, *Étude de marché en vue de l'implantation d'un programme de baccalauréat spécialisé en études théâtrales au Collège universitaire de Saint-Boniface*, p. 18)
- Autre clientèle : notre consultant croit que cette clientèle « [...] pourra remplacer la clientèle universitaire/générale au terme des 4 ans de contribution de cette dernière au programme de spécialisation en études théâtrales et que sa contribution sera la même, soit deux diplômés par année. » (M. Roger Legal, consultant, *Étude de marché en vue de l'implantation d'un programme de baccalauréat spécialisé en études théâtrales au Collège universitaire de Saint-Boniface*, p. 18)

Ainsi, l'estimation préliminaire du nombre d'inscriptions au programme de baccalauréat spécialisé en études théâtrales au cours des quatre prochaines années serait de l'ordre de dix (10) étudiants par année. Il y a donc non seulement un intérêt, mais également une demande de la part des étudiants pour notre programme de théâtre.

3.4 Aucune perte d'inscriptions pour les autres programmes du Collège

Aucun programme actuellement offert au Collège ne souffrira d'une diminution d'inscriptions au profit de notre baccalauréat ès arts spécialisé en études théâtrales. De très nombreux étudiants inscrits au baccalauréat ès arts s'orientent vers un baccalauréat en éducation et une carrière dans l'enseignement. Les programmes d'Administration des affaires et de Traduction forment aussi les étudiants en prévision d'une carrière spécifique. Nous ne croyons pas que notre programme de théâtre puisera dans la cohorte de ces programmes professionnels.

Nous croyons cependant que notre baccalauréat ès arts spécialisé en études théâtrales risque d'attirer des étudiants francophones inscrits aux programmes de théâtre de l'Université du Manitoba et de l'Université de Winnipeg, car ce sera le seul programme de théâtre offert en français au Manitoba. Nous croyons également que notre programme pourra attirer des francophones qui travaillent dans le domaine théâtral sans nécessairement avoir été formés au préalable, ainsi que de nouveaux immigrants et de jeunes diplômés qui choisiraient d'aller étudier en français les arts de la scène au Québec, par exemple.

Ces quelques raisons montrent bien que le programme de baccalauréat ès arts spécialisé en études théâtrales ne suscite aucun conflit d'intérêts ni aucun conflit de compétences avec les autres programmes de la Faculté des arts, d'administration des affaires et des sciences du Collège. Au contraire, il comporte des éléments de

complémentarité pédagogique avec ces programmes. Aussi peut-on envisager de nombreuses et fructueuses collaborations interdépartementales et interdisciplinaires, chacune à même d'améliorer la formation universitaire et professionnelle des étudiants.

3.5 Croissance et nombre minimum d'inscriptions

Le Collège universitaire de Saint-Boniface ne compte pas limiter les inscriptions à son programme de théâtre dans les premières années de sa mise en œuvre. Nous prévoyons une dizaine d'inscriptions par année, cela est plus que suffisant pour que le programme vole de ses propres ailes.

3.6 Préviation du nombre de diplômés pour les trois à cinq premières années

Le nombre de diplômés par année figure au tableau 4.

Tableau 4 : Évolution des diplômés par année

Année	Diplômés
1	0
2	0
3	0
4	10
5	10

3.7 Groupes sous-représentés : femmes, personnes handicapées, minorités et étudiants autochtones

Le Collège universitaire de Saint-Boniface recrute activement auprès des groupes sous-représentés. D'ailleurs, le profil des étudiants inscrits en témoigne largement comme l'indique le Tableau 5.

Tableau 5 : Sexe et origine universitaire 2004-2005

Secteur universitaire	Hommes	Femmes	Minorités visibles
Université 1	41 %	59 %	11 %
Administration des affaires	51 %	49 %	10 %
Arts	25 %	75 %	3 %
Arts 2 ^e cycle	40 %	60 %	0 %
Sciences	28 %	72 %	6 %
Éducation			
1 ^{er} cycle	23 %	77 %	4 %
2 ^e cycle	37 %	63 %	3 %
Éducation permanente	40 %	60 %	3 %
Total	31 %	69 %	6 %

3.8 Programme et étudiants à temps partiel

Le programme sera offert aussi bien aux apprenants à temps partiel qu'aux apprenants à temps plein.

SECTION IV : Professeurs exigés

4.1 Membres du corps professoral actuel qui enseigneront dans le programme

Tout étudiant universitaire doit satisfaire aux exigences relatives à la première année universitaire, dite Université 1. La configuration de notre programme prévoit en première année des cours de français, des cours de théâtre, des cours de sciences, de mathématiques et des cours de sciences sociales ou humaines. Les étudiants devront également accumuler 57 crédits de cours à option. Les professeurs sollicités au secteur de français seraient :

Sylvie Dilk, B.T.S. (Orléans), B. Éd., M.A. (CUSB);
 Émile Hacault, B.A. (CUSB), C. Éd. (CUSB), B. Éd. (Man.), C. trad. (CUSB);
 Lise Gaboury-Diallo, B.A. (Man.), M.A. (Sorbonne), Ph.D. (Sorbonne);
 Jean Valenti, B.A. (ét. lit.) (UQÀM), M.A. (ét. lit.) (UQÀM), Ph.D. (sémiologie) (UQÀM).

Les professeurs sollicités en mathématiques :

Aboubacar Bass Bagayogo, M. (Franche-Comté), M. Sc. (Laval), Ph.D. (mathématiques de l'ingénieur), École polytechnique (Montréal), C.H.E.T. (Man.);
 Michel Gagnon, D.E.C., B. Sc. (Spéc.), M. Sc., Ph.D. (phys.) Laval;
 Rolland Gaudet, B.A. (Man.), M. Sc. (Sask.), Ph.D. (Alb.), ASA;

Michel Virgilio, L. Math (Université Antilles-Guyanne), M. Math. (Sherbrooke),
Ph.D. Math (Sherbrooke).

Les professeurs sollicités en sciences humaines ou sociales :

André Fauchon, D.E.C., B.A. (Spéc.), M.A. (Laval), Ph.D. (Paris I, Panthéon-Sorbonne), géographie;
Denis Gagnon, B.A. (anthro.) (Laval), M.A. (anthro.) (Laval), Ph.D. (Laval), anthropologie;
Paul Brochu, B. Sc., M. Sc., Ph.D. (sociologie) (Université de Montréal), sociologie;
Michel Verrette, B.A., M.A., Ph.D. (Laval), histoire;
Luc Côté : B.A., M.A., Ph.D. (Ottawa), histoire;
André Samson : B. Sc., M. Sc. Ph.D. (Montréal), psychologie;
Taib Soufi : L. ès L., D.E.S. Philo., C. de stage péd. Agrég. (Lyon), B. Éd. (Man.), D.E.A., thèse de doc. philo. déposée (Sorbonne), scolarité doc. fr. (Man.), philosophie;
Raymond Hébert, B.A., M.A., Ph.D. (Man.), sciences politiques.

4.2 Embauche d'un nouveau professeur

L'embauche d'un nouveau professeur sera nécessaire pour l'enseignement des cours spécifiques du baccalauréat ès arts spécialisé en études théâtrales. Le profil idéal de compétences de ce professeur comporterait un doctorat en études théâtrales avec une spécialisation en jeu. Une connaissance des autres composantes des études théâtrales serait tout aussi importante : histoire du théâtre français et francophone, connaissance de la mise en scène d'un point de vue historique et théorique, connaissance de la scénographie et des autres aspects techniques des arts de la scène (costumes, décors, jeu, etc.).

SECTION V : Entente de coopération

5.1 Ententes de coopération conclues avec d'autres établissements ou avec des entreprises pour offrir ce programme

Notons qu'aucune entente avec un autre établissement d'enseignement postsecondaire n'a été conclue à ce jour, mais cela n'exclut nullement l'éventuelle réalisation d'accords entre le Collège universitaire de Saint-Boniface et les deux autres universités de Winnipeg. Par ailleurs, nous comptons établir des ententes de coopération avec des compagnies théâtrales francophones du Manitoba (le Cercle Molière, Roland Mahé, directeur) et de la Saskatchewan (le Théâtre du Jour, Denis Rouleau, directeur). Ces ententes porteront sur la question des stages en milieu professionnel, ainsi que sur les modalités de divers ateliers donnés par des professionnels du milieu théâtral dans le cadre des cours de notre programme de

bonne mise à niveau pédagogique et professionnelle pour les étudiants ayant une formation ou de l'expérience antérieure dans le domaine des arts de la scène.

SECTION VI : Technologies d'apprentissage

6.1 Technologies d'apprentissage modernes : Internet, enseignement individualisé, enseignement à distance

Notre programme de baccalauréat ès arts spécialisé en études théâtrales fera en effet un usage des technologies d'apprentissage modernes. Si certains cours théoriques imposent la formule du cours magistral comme c'est le cas pour les disciplines universitaires fondamentales, d'autres cours adopteront au contraire la formule pédagogique relative à l'enseignement des beaux-arts. En études théâtrales, cette formule prévoit aussi bien l'utilisation de la vidéocassette ou du DVD, des ateliers pratiques et thématiques sous la responsabilité du professeur ou de professionnels du milieu théâtral, l'usage d'Internet, l'apprentissage individualisé lors de répétitions ou de séances individuelles, la rédaction d'un journal de l'acteur et du metteur en scène, des discussions individuelles et collectives, etc. Toutes ces stratégies modernes d'apprentissage mettront l'accent sur le caractère interactif de l'enseignement et des échanges multilatéraux entre les étudiants et le professeur ou le professionnel.

SECTION VII : Ressources exigées

7.1 Ressources actuelles de la bibliothèque

En prévision de l'approbation de notre programme, le directeur de la bibliothèque Alfred-Monnin du Collège universitaire de Saint-Boniface a rédigé une évaluation des ressources manquantes. Il a aussi développé une stratégie pour combler les besoins. Notre bibliothèque comprend de nombreux ouvrages sur l'histoire du théâtre, sur la théorie des genres théâtraux, sur le répertoire théâtral depuis l'Antiquité gréco-romaine jusqu'au théâtre de la dérision du XX^e siècle, ainsi qu'un certain nombre de monographies sur la pratique théâtrale comme telle, de pièces de théâtre en vidéocassette et en DVD, sans oublier l'abonnement à quelques périodiques importants. En soi, ce fonds bibliothécaire constitue une ressource importante pour notre programme. Mais il sera nécessaire de remettre à jour nos collections, surtout au niveau de la pratique théâtrale, comme le jeu, la mise en scène, la scénographie, etc. Notons du reste que nos étudiants auront plein accès aux ressources de la bibliothèque de l'Université du Manitoba, ainsi qu'au système de prêts interuniversitaires.

7.2 Installations informatiques actuelles

Il existe au Collège universitaire de Saint-Boniface un Centre informatique qui convient largement aux besoins de notre nouveau programme en études théâtrales. Signalons aussi l'existence de salles multimédias capables de recevoir ou de délivrer des cours à distance, des conférences et d'autres activités relatives au télé-enseignement. Certaines salles sont aussi équipées de Smart-Boards, ce qui permet de naviguer sur Internet, de montrer des DVD, etc. Bref, le Collège universitaire de Saint-Boniface est fort bien équipé sur le pan informatique.

7.3 Utilisation de l'infrastructure et de l'équipement existants

À court et à moyen termes, de nouvelles ressources matérielles, telles que bureaux de professeur, salles de classe, équipements et infrastructures, seront envisagées sur une base progressive dans le contexte du plan d'expansion du Collège universitaire de Saint-Boniface. Par ailleurs, il existe une infrastructure théâtrale au Collège. On y retrouve en effet une salle de théâtre (ou de spectacle), avec scène, théâtre, rideaux, vestiaire/costumier, jeu de lumières, équipements audio et salle de maquillage et d'habillage (salle Martial-Caron). On retrouve aussi une autre salle avec une scène et des coulisses (salle Académique), ainsi qu'une salle de répétition adéquate. À ce titre, le nouveau programme n'exigera pas la construction de nouveaux bâtiments, ni l'achat d'équipements de scène dispendieux.

SECTION VIII : Questions financières

8.1 Ressources financières totales requises pour ce programme

Voir la formule financière en annexe.

8.2 Réaffectation de fonds existants

Il n'y aura aucune réaffectation de fonds existants; les fonds nécessaires au financement de notre programme proviendront entièrement de nouveaux fonds.

8.3 Réaffectations internes de ressources financières pour ce programme

Il n'y aura aucune réaffectation interne de fonds. Le programme est bâti à partir d'une base de cours de théâtre (11 cours) déjà existants et qui continueront à se donner.

8.4 Pourcentage des coûts du programme couvert grâce aux droits de scolarité

$18\,000 \$ / 250\,000 \$ = 7,2 \%$

8.5 Effet des inscriptions prévues sur les revenus de droits de scolarité de l'établissement

Après la mise sur pied du programme au complet, l'inscription d'une trentaine d'étudiants au programme aura un effet limité sur les revenus des droits de scolarité (18 000 \$ à 20 000 \$ supplémentaires).

8.6 Financement du programme si les prévisions d'inscriptions ne se concrétisent pas

Les cours sont cependant ouverts aussi à des étudiants inscrits à d'autres programmes, ce qui peut minimiser un tel risque. L'établissement prendra à son compte le financement manquant sur ses propres fonds advenant une telle éventualité.

SECTION IX : Consultations et évaluations pour le programme

9.1 Consultations externes

De nombreuses consultations ont été menées dans le cadre de l'élaboration de notre programme de spécialisation en études théâtrales. Les directeurs des compagnies théâtrales le Cercle Molière (Winnipeg, Manitoba, Roland et Irène Mahé) et le Théâtre du Jour (Saskatoon, Saskatchewan, Denis Rouleau) ont assisté à plusieurs de nos réunions. Ils ont collaboré à la composition du cursus universitaire; leurs commentaires nous ont permis de mieux préciser les grandes orientations de notre programme. Des représentants des Productions Rivard (Winnipeg, Manitoba) ont aussi été présents lors de nos rencontres de consultation. Leur implication a été très appréciée, ainsi que leurs commentaires qui ont permis de mieux définir quelques cours du programme. Notons que ces maisons seront parmi les futurs employeurs de nos diplômés. Des représentants du Syndicat des techniciens de scène (IATSE) et des représentants de l'Union des artistes se sont aussi joints à nos discussions sur l'élaboration de notre programme de théâtre, ainsi qu'un représentant du Collège Louis-Riel de la Division scolaire franco-manitobaine (DSFM). Signalons du reste la présence parmi nous d'un représentant de Radio-Canada français, M. Christian Molgat (réalisateur-coordonnateur).

De plus, nous avons rencontré des groupes variés d'étudiants comme en témoigne notre étude de marché, dont deux anciens diplômés d'une école ou d'un programme de théâtre semblable. Ajoutons à cette liste les membres de notre groupe de travail en prévision de l'implantation de notre programme de théâtre : Jean Valenti (Ph.D., professeur de littérature française et théâtre, CUSB), Christian Perron (directeur du Service d'animation culturelle et de la troupe théâtrale Chiens de soleil, acteur, metteur en scène, concepteur), Marc Prescott (dramaturge, metteur en scène, acteur, concepteur, Service d'animation culturelle du CUSB, diplômé de l'École nationale de théâtre), John Bluethner (professeur d'anglais à l'École technique et professionnelle, CUSB, acteur, metteur en scène, M.A. en beaux-arts, option théâtre, York University). Les rencontres mensuelles de ce groupe de travail ont permis de mettre à bonne contribution les expertises de chacun de ses membres, aussi bien en ce qui concerne les grandes orientations pédagogiques de notre programme que la composition du cursus de cours selon une progression logique à travers le programme d'études.

Nous souhaitons enfin aussi rencontrer les directeurs du département de French, Spanish and Italian, ainsi que le département de English, Communications and Theatre de l'Université du Manitoba.

9.2 Procédure d'évaluation du programme et mécanisme de révision continue

Le Collège universitaire de Saint-Boniface a adopté une procédure-cadre pour toute évaluation interne qui s'applique à toutes les unités d'enseignement et à tous ses programmes d'études. Cette procédure-cadre spécifie toutefois que « [...] dans le cas

où un programme doit être évalué par un organisme externe à des fins d'accréditation, la procédure d'évaluation propre à cet organisme externe sera considérée équivalente à la présente procédure-cadre, à moins que la personne responsable du programme en question n'en décide autrement ».⁸ De plus, le Collège s'engagera chaque année à une révision à l'interne du programme, ce qui pourrait mener à des modifications de ce dernier ou de certains de ses cours, selon les commentaires des principaux intéressés (étudiants, professeurs, associations et compagnies de théâtre impliqués dans notre programme de spécialisation en études théâtrales).

(Voir formule financière en annexe.)

⁸ *Procédure-cadre pour l'évaluation des programmes d'études au CUSB*, Collège universitaire de Saint-Boniface, p. 1. Cette procédure-cadre a été adoptée par le Conseil de direction des études le 19 mai 1993 ; elle a été révisée en décembre 2004.

**PROCESSUS D'APPROBATION DE PROGRAMME - PROPOSITION
FORMULE FINANCIÈRE**

ÉTABLISSEMENT : Collège universitaire de Saint-Boniface

DEMANDE RELATIVE À UN PROGRAMME : Baccalauréat ès arts spécialisé en études théâtrales

	(1) Demande de financement 1 ^{re} année ^{1,2}	(2) Demande de financement 2 ^e année	(3) Demande de financement 3 ^e année	(4) Total du financement annuel destiné au programme ³ (1+2+3)
Coûts directs relatifs au programme ⁴				
Nombre de postes	2/3	1/3	1/3	1 1/3
Nombre de postes d'enseignement (inclus ci-dessus)	2/3	1/3	1/3	1 1/3
1a Salaires	(2/3) 90 000 \$	45 000 \$	45 000 \$	180 000 \$
1b Coût de fonctionnement	10 000 \$	10 000 \$	-	20 000 \$
1c Capital requis	25 000 \$	25 000 \$	-	50 000 \$
(1) Total des coûts directs (1a+b+c)	125 000 \$	80 000 \$	45 000 \$	250 000 \$

Coûts indirects relatifs au programme ⁵				
Nombre de postes	-	-	-	-
2a Salaires	-	-	-	-
2b Coût de fonctionnement	-	-	-	-
2c Capital (préciser le capital requis)	-	-	-	-
(2) Total des coûts indirects (2a+b+c)	-	-	-	-

Recettes relatives au programme				
3a Droits de scolarité	6 000 \$	6 000 \$	6 000 \$	18 000 \$
3b Contribution du collège ou de l'université	-	-	-	-
3c Autres parrains	-	-	-	-
3d Autres recettes	-	-	-	-
(3) Total des recettes directes (3a+b+c+d)	6 000 \$	6 000 \$	6 000 \$	18 000 \$

Demande de financement de programme				
4 Demande de financement (1+2- 3)	114 000 \$	69 000 \$	39 000 \$	222 000 \$
5 inscriptions : (par personne)	10	10	10	30
6 Total des équivalents temps plein (ETP) ⁶	10	10	10	30
7 Total demande de financement par inscription (4 / 5)	-	-	-	-
8 Total demande de financement par équivalent temps plein (4 / 6)	11 400 \$	6 900 \$	3 900 \$	7 400 \$

1. Le financement destiné à un programme existant doit être mentionné dans les recettes et les coûts (1^{re} année) lorsque la demande d'approbation de programme vise à financer l'expansion d'un programme existant. Dans ce cas, la partie portant sur les coûts de la 2^e année doit préciser le financement supplémentaire demandé.
2. Le demande de financement représente le financement supplémentaire nécessaire durant chaque année de mise en œuvre du programme. Les demandes de financement sont différentielles (montrent uniquement les changements annuels au niveau du financement et du personnel équivalent temps plein), et les exigences de financement annuel (total (permanent)) doivent figurer dans la colonne 4.
3. Lorsque la mise en œuvre d'un programme approuvé dépasse trois ans, tous les changements ultérieurs en matière de financement annuel doivent être présentés sous la forme exigée.
4. Les coûts directs relatifs au programme (enseignement et recherche) comprennent les salaires et les avantages sociaux du personnel de la faculté et du personnel chargé du soutien pédagogique (c.-à-d. laborantins, techniciens de laboratoire, etc.), les frais d'exploitation connexes et les biens d'équipement.
5. Les coûts indirects relatifs au programme ne comprennent les salaires et les avantages sociaux, les exigences en matière de fonctionnement et de biens d'équipement des responsables de départements, le soutien administratif supplémentaires, etc. QUE SI UN FINANCEMENT ET UN PERSONNEL SUPPLÉMENTAIRES SONT NÉCESSAIRES.
6. Au niveau collégial, l'équivalent temps plein correspond à 180 jours de formation; au niveau universitaire, cela correspond à un programme à temps plein + (temps partiel/3.5).

Collège universitaire de Saint-Boniface

Faculty of Arts

Department of French

Bachelor of Arts (Honours) in Theatre

Program Summary

6 April 2010

Bachelor of Arts (Honours) in Theatre (4-year)

1- Background

The purpose of the Theatre program is to train qualified practitioners for the French-language performing arts in Western Canada. It will thus respond to a lack of theatre training opportunities in the Western provinces, where no other program of this kind exists.

2- Program Description

The Bachelor of Arts (Honours) in Theatre presents theatre history, theory and practice as they apply to the theatrical corpus and the stage arts. The program will cover four (4) years, that is, a total of 120 credit hours, including the first year (University 1) of thirty (30) credit-hours. Students must complete fifty-seven (57) credit-hours in French (Français), of which forty-five (45) are in the Theatre stream (See Table I: Outline of program and distribution of credit hours over the four (4) years of study).

Table I: Outline of program and distribution of credit hours

Year	Distribution of credit hours
University 1 (Year 1)	18 credit hours in French, including 6 credit hours of Theatre courses; 6 credit hours in science (including 3 in mathematics) and 6 credit hours in the humanities or social sciences.
Year 2	15 credit hours of compulsory Theatre courses at the 2000 level; 15 credit hours of optional courses; the Department of French will encourage students to take literature courses to complete their studies in theatre; as well, nothing prevents students from taking other theatre courses if they are offered during the second year.
Year 3	12 credit hours of compulsory Theatre courses at the 3000 level; 18 credit hours of optional courses; the Department of French will encourage students to take literature courses to complete their studies in theatre; as well, nothing prevents students from taking other theatre courses if they are offered during the third year.
Year 4	12 credit hours of compulsory Theatre courses at the 4000 level; 18 credit hours of optional courses; the Department of French will encourage students to take literature courses to complete their studies in theatre; as well, nothing prevents students from taking other theatre courses if they are offered during the fourth year.
Total	120 credit hours [57 credit hours in French (including 45 in Theatre), 6 credit hours in science (including 3 in mathematics), and 57 credit hours of optional courses].

University 1 courses include the usual courses offered annually in the departments of French and Science, and in the humanities and social sciences. Two new courses in Theatre have been added so that interested students can take them as early as their first year. These are open to all university students.

Courses for the four years of study are listed in Table II. Courses identified as THTR¹ are new courses; those otherwise identified are existing courses belonging to the French (Français) department. It should be noted that the "theatre" stream of the Department of French currently comprises thirty (30) credit hours, which is sufficient to complete a minor (18 credit hours) or a major (30 credit hours).

Table II: Outline of courses for the Bachelor of Arts (Honours) in Theatre

1 st year (University 1)	2 nd year	3 rd year	4 th year
18 credit hours: FRAN 1021: L'Art de parler (3)[The art of speaking] FRAN 1071: Lectures dirigées (3)[Selected readings] FRAN 1091: Rédaction universitaire (3) [University writing] FRAN 1111: Grammaire et laboratoire (3) [Grammar and laboratory] THTR 1001: Introduction to Improvisation (3) THTR 1021: Introduction to Analysing Texts for the Stage (3)	15 credit hours: 5 courses chosen among the following: THTR 2521: Scenic Art and Stagecraft (3) THTR 2531: Movement (3) THTR 2541: Voice and Speech for the Theatre (3) THTR 2551: Improvisation (3) FRAN 2513: Introduction au théâtre I (3) [Introduction to theatre I] FRAN 2541: Introduction au théâtre II (3) [Introduction to theatre II]	12 credit hours: 4 courses at the 3000 level among the following: THTR 3521: Voice, Interpretation and Expression (3) THTR 3531: Acting for the Camera (3) THTR 3541: Realism in Acting (3) THTR 3551: Clown and Mask (3) THTR 3561: Scene Design (3) THTR 3571: Theatre Workshop I (3) FRAN 3531: Le théâtre québécois (3) [Quebec theatre] FRAN 3541: Le théâtre de l'Ouest (3) [Theatre in the West]	12 credit hours: 4 courses at the 4000 level among the following: THTR 4521: Directing I (3) THTR 4531: Directing II (3) THTR 4541: Acting for Various Theatrical Genres (3) THTR 4551: Theatre Production Workshop (6) FRAN 4071: Sujets particuliers (3) [Special studies] FRAN 4591: Création littéraire : théâtre (3) [Playwriting]

3- Course Descriptions

Descriptions for the courses designed specifically for the Bachelor of Arts in Theatre are to be found in the appendix.

¹ The THTR code is used by the University of Manitoba for its theatre courses.

4- Program Objectives

The educational goals of the program consist of:

- preparing graduates with theoretical, historic and practical knowledge and skills in the area of theatre and the performing arts;
- preparing and encouraging students to pursue further studies at the master's or doctoral levels.

Beyond these primary objectives, our program has the following specific objectives:

- to contribute, through university training, research into theatre studies and community-level exchanges with theatre companies, school divisions, cultural associations and theatre festivals, to the socio-economic and cultural development of the French-speaking communities of Western Canada;
- to train qualified students who will be able to respond to the needs of theatre companies in Western Canada and those of school divisions serving the Francophone population of Western Canada.

5- Admission Requirements

The program will be open to anyone who meets the current general admission requirements and who wishes to pursue undergraduate university studies in Theatre at Collège universitaire de Saint-Boniface.

- Students who have completed one year of general studies (University 1) with thirty (30) credit hours, including twelve (12) in French (as determined by the *Profil linguistique*, language profile), six (6) in Theatre, 6 credit hours in science (including 3 in mathematics) and six (6) in the humanities or social sciences will be admitted;
- As the program will offer specialized training in Theatre, it will be open to all speakers of French who apply, including graduates from the Franco-Manitoban School Division, the Manitoba immersion program and Francophone immigrants.

6- Role of the program in the institution's mission

This program supports the mission of Collège universitaire de Saint-Boniface with respect to teaching, research and community involvement. The CUSB Department of French offers varied and interconnected fields of study: French literature from around the world, French Canadian literature, linguistics and discourse analysis, a double major in French and Translation, and lastly, Theatre. The Theatre stream already comprises nine

(9) courses which add up to thirty (30) credit hours; thus students can already complete a minor (18 credit hours) or a major (30 credit hours) in Theatre.

The new Bachelor of Arts (Honours) in Theatre will not only provide more advanced training, it will address a pressing need in the Francophone theatre community of Western Canada. CUSB will be fulfilling its own mission and its mandate as a post-secondary institution by fostering the development and expansion of Francophone culture in the area of theatre.

Furthermore, the Honours Theatre Program will train the next generation of practitioners for a cultural industry which has, for several years now, been encouraging the French-language post-secondary institutions of Western Canada to offer a Theatre program. In so doing, CUSB will as well certainly implement its mission and its mandate as a university teaching and research institution.

7- Prospective Students

Our market study leads us to the conservative estimate that there could be approximately ten students per year for the first four years of our program. This number is significant, as it is an accurate indication of the needs of the market. The Association des théâtres francophones du Canada (ATFC) (French language theatre association of Canada) and the Association des compagnies de théâtre de l'Ouest (ACTO) (Association of Western theatre companies) have pointed out in two separate reports the "[...] lack of qualified practitioners in the various areas of theatre production in Western Canada."² This very real possibility of having ten (10) students per year and the general lack of qualified theatre staff throughout Francophone Western Canada are to us indicators of the importance of implementing a university theatre program in French in Manitoba.

8- Career Opportunities

Our market study also looked at the question of potential employers in Manitoba and elsewhere in Canada.³ As actors, technicians, stage managers, directors, coordinators, cultural activity organizers in the schools of the DSFM, radio or television hosts or presenters, graduates of the Bachelor of Arts (Honours) in Theatre program will be able to work for:

² *Études de marché en vue de l'implantation d'un programme de Baccalauréat spécialisé en études théâtrales*, (Market study for the implementation of an honours bachelor's degree in theatre) Mr. Roger Legal, consultant, April 2009, p.6. The ATFC and ACTO reports are respectively: *La formation théâtrale au Canada français*, (Theatre training in French Canada) March 2007 and *La formation théâtrale au Canada français*, (Theatre training in French Canada) March 2007[sic]

³ Ibid., p.21

- Le Cercle Molière, the Théâtre des Crudités, the Théâtre Vice-Versa Theatre, the Théâtre des 3 petits cochons, the Théâtre dans le Cimetière, the Festival du Voyageur or the Festival théâtre-jeunesse, all in Winnipeg;
- one of the nineteen (19) other French-language theatre companies in Canada;
- any of the one hundred and thirty-five (135) English-language theatre companies in Canada;
- Les Productions Rivard in Manitoba or one of the thirteen (13) other French-language film and television production companies;
- one of the one hundred and thirty-seven (137) multidisciplinary or specialized broadcasters in French Canada;
- numerous school divisions as teacher or cultural activity organizer
- cultural organizations dedicated to the performing arts, annual festivals, music contests and other cultural events.
- Bilingual graduates could also find work in Winnipeg at the Manitoba Theatre Centre, the Prairie Theatre Exchange or at the Winnipeg Jewish Theatre;
- Another possibility would be to work as radio or television host or interviewer for Radio-Canada.

The Bachelor of Arts (Honours) in Theatre program will not only train students specifically for the Manitoba market, but also for the Francophone communities of the West and across Canada.

Appendix Theatre Course Descriptions

THTR 1001 Introduction to Improvisation (3 credit hours)

Introduction to the basics of improvisation in theatre. Different aspects of improvisation such as the expression of feelings and using the body, directing as the flow of a scene, acting from a motif, creativity, sensitivity to the audience, attention span, initiative, receptivity, spontaneity on stage and the use of props.

THTR 1021 Introduction to Analysing Texts for the Stage (3 credit hours)

Introduction to various aspects of writing for the stage. The specificity of stage writing, theatrical genres, the relationship between a text and its performance, the organization of fiction in writing for the theatre, the organization of space and time, the relationship between wording and enunciation, and between plot and character.

THTR 2521 Scenic Art and Stagecraft (3 credit hours)

Introduction to the specialized equipment for the stage. Stage lighting (light and colour theory, how lighting instruments work, use of the control board, producing a seamless overall design) and stage sound (functions of the various instruments: reproducing devices, microphones, amplifiers, reverberation, etc.). Acoustics: the theory of sound, types of sound effects, the use of sound effects and music within a production, recording. Stage management, technical direction and production management.

THTR 2531 Movement and Acting (3)

Introduction to various approaches to the body as an instrument for stage language: the relationship between language and gesture, the role of gesture in acting. The body in space, the body and its rhythms. Major trends emerging from current discussions of the body as it relates to acting.

THTR 2541 Voice and Speech for the Theatre (3 credit hours)

Study of various aspects of oral expression and communication. Study of pronunciation rules, elocution and the prosody of contemporary French. Study of various techniques of elocution as a means of communication and as a medium for drama (tragic, dramatic and comic registers). Analysis of the factors and functions of language and communication. Introduction to sight reading and text-memorizing techniques. Introduction to breathing and voice techniques.

THTR 2551 Improvisation (3 credit hours)

Expansion of the basic principles of improvisation examined in THTR 1001 *Introduction to Improvisation*, as applied to a number of themes, situations and aspects of improvised acting as well as other dimensions of improvisation theatre, building on skills acquired in the first year improvisation course.

THTR 3521 Voice, Interpretation and Expression (3 credit hours)

A study of voice as used for interpretation and expression. The various relationships between voice, individual and group expressiveness, and performance. Voice rhythms (modulations, hesitations, accelerations...). The relationship between the voice, the body and space. Principles of vocal improvisation and choral work.

THTR 3531 Acting for the Camera (3 credit hours)

Introduction to the creative role of the camera. The relationship between an actor's performance and the various types of picture composition used in film. Understanding and interpreting scripts and many aspects of acting on a film set: scenes with nudity, combat scenes, costume fittings, learning foreign accents, handling weapons, the basics of acting with animals or doubles; the question of auditions.

THTR 3541 Realism in Acting (3 credit hours)

Theoretical and practical knowledge of the techniques of realism in acting according to the methods of Stanislavski and the Actors' Studio. The role and uses of the body, techniques of identification and assuming a character; the role of emotions, listening to fellow actors, observation, the overall creation of a character. Techniques and aesthetics of realism in acting.

THTR 3551 Clown and Mask (3 credit hours)

Introduction to the basics of clown work and the role of masks in physicalization in the theatre. Various aspects of clown work and the practice of wearing masks (ancient classical theatre, Commedia dell'arte) such as gesture, language, movement, space, the use of props and the importance of integrating clown work into an actor's training.

THTR 3561 Scene Design (3 credit hours)

Introduction to scene design from a historical and developmental perspective (from the ancient Greeks to the theatre of derision). Introduction to the work of combining the technical and artistic aspects of scene design, taking into account the relationship between the text and the theatrical space. Emphasis on the various areas of design for the stage (sets, costumes, lighting, stage effects, etc.). Reflection on the work of well-known scenographers such as Walter Gropius, Yannis Kokkos and Wieland Wagner.

THTR 3571 Theatre Workshop I (3 credit hours)

Introduction to all areas of theatre practice: acting, scene design, directing. Overview of all aspects of drama in preparing scenes performed for the class or for guests at the end of the trimester. Essential aspects of drama: concentration, listening individually and collectively, the interior monologue, sensory and emotional memory, thorough analysis of scenes, creation of character, work outside of rehearsal and behaviour during rehearsal.

THTR 4521 Directing I (3 credit hours)

Introduction to the basic principles of directing. The connection between the art of directing and certain theories of the aesthetic. The main trends to be observed in current discussions of directing. Critical reflection on directing as a form of interpretation which leads to theatrical creativity.

THTR 4531 Directing II (3 credit hours)

Extension of the principles presented in THTR 4521 *Directing I* as applied to dramaturgy, scene design, the various historical esthetics and to acting. The artistic and practical resources available to a director. Practical assignments and projects used to enhance an understanding of directing, with particular attention given to directing actors.

THTR 4541 Acting for Various Theatrical Genres (3 credit hours)

Summary of acting techniques belonging to the principal theatrical genres, comedy, tragedy and drama. Comic, tragic and dramatic action related to conflict, reversals of situation, vocal rhythms (lines, interaction between actors), stage directions, the cultural context of the play and the context of theatre in general. The creation and interpretation of a character through an understanding of the text and through acting techniques.

THTR 4551 Theatre Production Workshop (6 credit hours)

Theatre practice in its entirety: acting, stage design, directing. Staging of a theatre production and management of all aspects such as publicity, costumes, sets, lighting, etc.

Report of the Senate Committee on Course and Curriculum Changes – Submitted to Senate for Ordinary Debate RE: Proposal from the College universitaire de Saint-Boniface for an Honours Bachelor of Arts in Theatre

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm. SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. Section 10 of the affiliation agreement between the University of Manitoba and the College universitaire de Saint-Boniface states that “after having been approved by the *Conseil de direction des études* of the College, all new university programs and courses, shall be sent to the University Secretary of the University for consideration and decision by the Senate and its committees, as appropriate”.

Observations

1. The proposed program requires 120 credit hours including 47 credits in French including 45 in the Theatre stream. It would include a series of courses on the theory and practice of theatre arts, workshops given by practicing professionals, and professionally supervised internships.
2. The proposed program would be the only entirely French theatre program in western Canada and would contribute to cultural and socio-economic developments in theatre arts.
3. The proposed program would prepare actors, directors and technicians and equip them with the theoretical knowledge and practical skills to meet labour market needs in Francophone theatre in western Canada, Manitoba and Saskatchewan in particular.
4. The proposed program will help meet the growing demand in western Canada for university-level theatre training in the French language. It will reflect the cultural and linguistic specificity of the Francophone population of western Canada by offering a curriculum based on the Francophone theatre culture of western Canada and Québec and the history of theatre in France.
5. The Committee noted that the theatre companies *Le Cercle Molière* (Winnipeg) and *Troupe du Jour* (Saskatoon) contributed to the development of the proposed program as did *Les Productions Rivard* (Winnipeg), representatives of *Les Chiens de soleil* university troupe, and the cultural activities service (*Service d'animation culturelle*) of the CUSB.
6. The program has received strong support from the community including: *Le Cercle Molière* (Winnipeg), *Le Théâtre du Grand Cercle* (Saint-Boniface), *Théâtre Chiens de soleil*, *Service d'animation culturelle*, the University of Manitoba's Departments of French Spanish & Italian and English, Film, and Theatre, the Société Franco-Manitobaine, the

Division Scolaire Franco-Manitobaine, the Centre Culturel franco-manitobain and Shelly Glover, Member of Parliament for Saint Boniface and Parliamentary Secretary for Official Languages.

7. The proposed program includes the introduction of sixteen new courses, many of which would be taught by faculty members currently teaching in the major and minor theatre programs currently offered.
8. The Libraries has indicated sufficient resources to support the proposed program.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends

THAT Senate approve the proposal from Collège universitaire de Saint-Boniface for an Honours Bachelor of Arts in Theatre.

Respectfully submitted,

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

/mb

Collège universitaire de Saint-Boniface

Introductions:

THTR 1001 Initiation à l'improvisation théâtrale Cr.Hrs. 3 +3
Ce cours vise à initier les étudiants aux aspects fondamentaux de l'improvisation théâtrale. À ce titre, il aborde différents aspects de l'improvisation comme l'expression des sentiments et du corps, la mise en scène comme le déroulement d'une scène, le jeu à partir d'un motif, la créativité, l'écoute du public, la capacité d'attention, l'initiative, la réceptivité, la spontanéité sur scène et l'utilisation des accessoires.

THTR 1021 Introduction à l'analyse du texte théâtral Cr.Hrs. 3 +3
S'il est indéniable que l'étude du texte de théâtre a beaucoup progressé depuis une trentaine d'années, en revanche la pratique du théâtre demeure encore souvent marquée par la difficulté de saisir le texte comme tel, comme s'il fallait toujours s'en remettre à la représentation pour que le texte théâtral soit considéré comme un véritable objet d'études. Ce cours permettra à l'étudiant-e de combler cette lacune tout en l'initiant aux aspects les plus saillants du texte théâtral. On pourra ainsi se demander s'il existe une spécificité du texte de théâtre, si l'étude du théâtre peut se passer de la représentation ou du texte théâtral. Cette investigation permettra d'aborder des questions qui touchent aussi bien à l'organisation et à la structuration du texte théâtral, qu'à la fiction, l'espace, le temps, l'énoncé, l'énonciation, le personnage et l'action.

THTR 2521 Art théâtral et techniques de scène Cr.Hrs. 3 +3
Ce cours vise à initier les étudiants aux équipements spécialisés de la scène. Il y sera question d'éclairage (théorie de la lumière et de la couleur, fonctionnement des projecteurs, maîtrise de la console d'éclairage, création d'un ensemble scénique homogène) et des principes de la sonorité (fonctionnement des divers appareils : lecteurs, microphones, amplificateurs, réverbérateurs, etc.). Ce cours abordera aussi la sonorité : théorie du son, éventail de bruitages, utilisation d'effets sonores et de musique dans un spectacle, enregistrement. Enfin, ce cours se penchera sur la question de la régie : direction technique et direction de production théâtrale.

THTR 2531 Corps et théâtre Cr.Hrs. 3 +3
Ce cours vise à initier les étudiants aux diverses approches du corps comme langage scénique : les rapports entrent le langage et le geste, les fonctions de la gestuelle dans un jeu équilibré. Il sera aussi question des rapports entre le corps et l'espace, le corps et les rythmes. Il s'agira enfin de mettre l'accent sur les grandes tendances que se dégagent des problématiques actuelles sur les rapports entre le corps et le jeu.

THTR 2541 Expression orale et théâtre Cr.Hrs. 3 +3
Étude de l'expression orale et de la communication sous leurs différents aspects. Étude des règles de la prononciation, de l'élocution et de la prosodie du français contemporain. Étude de diverses techniques de l'élocution théâtrale comme moyen de communication et comme moyen de l'art dramatique (registres tragique, dramatique et comique). Analyse des facteurs et des fonctions du langage et de la communication. Initiation aux techniques de lecture à première vue et aux techniques de textes à mémoriser. Initiation aux diverses techniques respiratoires et vocales.

THTR 2551 Improvisation et théâtre Cr.Hrs. 3 +3
Ce cours reprend les grands principes de l'improvisation théâtrale proposés dans le THTR 1000 (Initiation à l'improvisation théâtrale), mais il les applique cette fois à nombre de thématiques, de situations et d'aspects différents du jeu improvisé. À ce titre, ce cours aborde et explore d'autres dimensions de l'improvisation théâtrale, tout en se fondant sur les acquis du cours d'improvisation de première année.

THTR 3521 Interprétation, voix et expression orale Cr.Hrs. 3 +3
Étude de la voix sur le plan interprétatif et expressif. Les divers rapports entre la voix, l'expressivité individuelle, collective et le spectacle. Les rythmes de la voix (modulations, hésitations, accélérations ...) Les rapports entre la voix, le corps et l'espace. Les principes de l'improvisation vocale et du jeu choral.

THTR 3531 Jeu et caméra Cr.Hrs. 3 +3
Ce cours vise à initier les étudiants au rôle créateur de la caméra. À ce titre, les rapports entre le jeu de l'acteur et les différents types de cadrages relatifs au septième art seront abordés. En outre, il y sera question de compréhension et d'interprétation de scripts, ainsi que de nombreux aspects relatifs au jeu de l'acteur sur un plateau de tournage : scènes avec nudité, scènes de combat, essayage de costumes, apprentissage d'accents étrangers, maniement d'armes, principes de jeu avec des animaux ou des doublures. Du reste, ce cours accordera une attention particulière à la question des auditions.

- THTR 3541 Jeu réaliste Cr.Hrs. 3 +3
 Connaissance théorique et pratique des techniques de jeu réaliste selon la méthode de Stanislavski et de l'Actors' Studio. Le rôle et les fonctions du corps, les techniques de l'identification et de l'incarnation; le rôle des émotions, l'écoute des partenaires de jeu, l'observation, la construction globale du personnage. Techniques et esthétiques du jeu réaliste.
- THTR 3551 Clown et masques Cr.Hrs. 3 +3
 Ce cours vise à initier les étudiants aux aspects fondamentaux de l'art du clown et du rôle des masques dans l'engagement physique au théâtre. Aussi aborde-t-il les différents aspects du jeu du clown et de la pratique du jeu masqué (théâtre antique, Commedia dell'arte), comme la gestuelle, le langage, le mouvement, l'espace, l'utilisation des accessoires et l'importance de l'intégration du clown à la formation de l'acteur.
- THTR 3561 Scénographie Cr.Hrs. 3 +3
 Introduction à la scénographie du point de vue historique et évolutif (du théâtre de l'Antiquité grecque au théâtre de la dérision). Introduction au travail d'agencement des moyens techniques et artistiques de la scénographie, en tenant compte des rapports entre le texte théâtral et l'espace de la scène. Mise en relief des différentes étapes de la conception scénographique (décors, costumes, jeu de lumières, effets scéniques, etc.). Réflexion sur le travail de scénographes réputés comme Walter Gropius, Yannis Kokkos et Wieland Wagner.
- THTR 3571 Théâtre et production Cr.Hrs. 3 +3
 Ce cours vise à initier les étudiants aux principes relatifs à la mise en scène. Les rapports entrent l'art de la mise en scène et certaines théories esthétiques seront abordées. Il s'agira également de mettre l'accent sur les grandes tendances qui se dégagent des problématiques actuelles de la mise en scène. Ce cours propose aussi une réflexion critique sur la mise en scène comme forme d'interprétation qui mène à la création théâtrale. On ne peut se faire créditer THTR 3571 et FRAN 2523.
- THTR 4521 Mise en scène et théâtre Cr.Hrs. 3 +3
 Ce cours vise à initier les étudiants aux principes relatifs à la mise en scène. Les rapports entrent l'art de la mise en scène et certaines théories esthétiques seront abordées. Il s'agira également de mettre l'accent sur les grandes tendances qui se dégagent des problématiques actuelles de la mise en scène. Ce cours propose aussi une réflexion critique sur la mise en scène comme forme d'interprétation qui mène à la création théâtrale.
- THTR 4531 Mise en scène II Cr.Hrs. 3 +3
 Ce cours reprend les principes de Mise en scène I et les applique à la dramaturgie, à la scénographie, à différentes esthétiques historiques et au jeu de l'acteur. À ce titre, ce cours permet à l'étudiant de mieux connaître les ressources artistiques et pratiques à la disposition du metteur en scène. À travers une série de travaux pratiques et de projets, l'étudiant pourra parachever ses connaissances de la mise en scène. Tout en insistant sur les divers aspects de la mise en scène, ce cours accordera aussi une importance particulière à direction des acteurs.
- THTR 4541 Jouer les genres théâtraux : comédie, tragédie et drame Cr.Hrs.3 +3
 Cours de synthèse dans lequel les étudiants aborderont les techniques de jeu liées aux genres théâtraux principaux : la comédie, la tragédie et le drame. À ce titre, une attention particulière sera apportée à l'action comique, tragique et dramatique sous le rapport des conflits et des renversements de situation, des rythmes vocaux (répliques, interaction entre comédiens), des didascalies, du contexte culturel des œuvres dramaturgiques et du contexte théâtral en général.

Ce cours permettra aussi d'aborder la question de la composition et de l'interprétation d'un personnage, en fonction de la compréhension du texte et des techniques de jeu.

THTR 4551 Atelier de théâtre et production Cr.Hrs. 3 +3

L'objectif de ce cours consiste à produire une pièce de théâtre, soit une création collective, soit une œuvre de répertoire. La contribution et l'implication des étudiant-e-s seront essentielles car ils devront prendre en charge, sous la supervision du professeur, les divers aspects d'une production théâtrale : publicité, décors, costumes, éclairages, bruitages, jeu et, dans une moindre mesure, mise en scène. À ce titre, ce cours donne l'occasion aux étudiant-e-s de mettre en pratique ce qu'ils auront appris dans d'autres cours de la Spécialisation en études théâtrales; ce qui leur permettra d'acquérir à la fois une plus grande autonomie et une expérience indispensable dans le domaine des arts de la scène.

THTR 4531 Mise en scène et théâtre Cr.Hrs. 3 +3

Ce cours reprend les principes de Mise en scène I et les applique à la dramaturgie, à la scénographie, à différentes esthétiques historiques et au jeu de l'acteur. À ce titre, ce cours permet à l'étudiant de mieux connaître les ressources artistiques et pratiques à la disposition du metteur en scène. À travers une série de travaux pratiques et de projets, l'étudiant pourra parachever ses connaissances de la mise en scène. Tout en insistant sur les divers aspects de la mise en scène, ce cours accordera aussi une importance particulière à la direction des acteurs.

THTR 4541 Jouer les genres théâtraux : comédie, tragédie et drame Cr.Hrs. 3 +3

Cours de synthèse dans lequel les étudiants aborderont les techniques de jeu liées aux genres théâtraux principaux : la comédie, la tragédie et le drame. À ce titre, une attention particulière sera apportée à l'action comique, tragique et dramatique sous le rapport des conflits et des renversements de situation, des rythmes vocaux (répliques, interaction entre comédiens), des didascalies, du contexte culturel des œuvres dramaturgiques et du contexte théâtral en général. Ce cours permettra aussi d'aborder la question de la composition et de l'interprétation d'un personnage, en fonction de la compréhension du texte et des techniques de jeu.

THTR 4551 Atelier de théâtre et production Cr.Hrs. 3 +3

L'objectif de ce cours consiste à produire une pièce de théâtre, soit une création collective, soit une œuvre de répertoire. La contribution et l'implication des étudiant-e-s seront essentielles car ils devront prendre en charge, sous la supervision du professeur, les divers aspects d'une production théâtrale : publicité, décors, costumes, éclairages, bruitages, jeu et, dans une moindre mesure, mise en scène. À ce titre, ce cours donne l'occasion aux étudiant-e-s de mettre en pratique ce qu'ils auront appris dans d'autres cours de la Spécialisation en études théâtrales; ce qui leur permettra d'acquérir à la fois une plus grande autonomie et une expérience indispensable dans le domaine des arts de la scène.

Deletion :

FRAN 2523 Atelier de théâtre Cr.Hrs. 3 -3

NET CHANGE IN CREDIT HOURS: +54

Report of the Senate Planning and Priorities Committee on the proposal for an Honours Bachelor of Arts in Theatre at the Collège universitaire de Saint-Boniface

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, wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of Arts, Science and Business Administration of the Collège universitaire de Saint-Boniface has approved the proposal for an Honours Bachelor of Arts in Theatre and recommend that Senate approve the proposal.

Observations

1. The Committee noted that the proposed program will be the only entirely French theatre program of its kind in western Canada. It would, therefore, fill a void in French-language education in the western provinces and replenish the Province's ranks of Francophone theatre arts personnel.
2. The Committee noted strong community support for the program including from the *Cercle Molière* (Winnipeg) and the *Troupe du Jour* (Saskatoon) who were involved in the development of the proposed program.
3. The committee noted that the proposal provided documentation which indicated that the head of the Bibliothèque Alfred-Monnin had reviewed the library resource needs for the proposed program and indicated that the Library holdings would be sufficient to meet the needs of the proposed program.
4. The Committee noted that the Collège already has a theatre infrastructure and computer facilities that could be utilized for this program. Plans for future space resources such as faculty offices, classrooms, equipment and infrastructure will be gradually worked into the Collège's expansion plan.
5. The program proposal includes the introduction of nineteen new courses in theatre. While the proposal calls for the hiring of only one additional professor, the Collège indicated to the Committee that the complement of faculty members currently teaching in the major/minor in theatre would take on teaching responsibilities for these new courses.
6. The Committee noted that the financial responsibility for the program is exclusively the responsibility of the Collège, which receives its own separate operating grant from the Council on Post-Secondary Education (COPSE).

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the Honours Bachelor of Arts in Theatre at the Collège universitaire de Saint-Boniface.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

Review of the ad hoc Committee of the Committee of Election of the Chancellor

Preamble:

1. In accordance with section 46 of *The University of Manitoba Act*, the Chancellor shall be elected by the Committee of Election composed of the members of the Board of Governors and the members of the Senate. The Chair of the Board of Governors will serve as the Chair of the Committee of Election, and the University Secretary, as Secretary of Senate, is designated as Secretary of the Committee of Election.
2. In the past, the Board of Governors and the Senate have jointly established an *ad hoc* Committee to oversee the procedures for nomination and election of a Chancellor, including setting the date of the election. The Chair of the Board of Governors and the Vice Chair of the Board of Governors have served as the Board's appointees to the *ad hoc* Committee, with the Chair of the Board serving as the *ad hoc* Committee's Chair. Senate's appointees have been determined by an election on the floor of Senate.
3. During each election process, the procedures for nominating, electing and announcing the Chancellor are developed by the *ad hoc* Committee and approved by the Senate and the Board of Governors. All nominees are presented to the Committee of Election.
4. During the Committee of Election process in 2009, the *ad hoc* Committee of Election recommended that the process for the election of the Chancellor be reviewed.

Observations:

1. In reviewing the process at other institutions, it was noted that there was a wide variation in procedures across the country, with some Chancellors being appointed, others elected by joint Senate/Board of Governor Committees (or equivalent), and a recent amendment to the University Act in BC calls for the Chancellor to be appointed by the Board on the recommendation of the alumni association, after consultation with the senate (or council). It was also noted that some institutions have joint Board Senate policies that provide for Committees which solicit and review nominations and recommend a candidate to the Committee of Election.
2. It was also noted that some institutions have a Position Profile for the office of Chancellor that has been approved by both the Board and the Senate.
3. The current terms of reference and membership of the *ad hoc* Committee of Election at the University of Manitoba are narrow in scope, dealing mainly with matters of process and timing. Widening the membership on this *ad hoc* Committee and expanding the mandate of this *ad hoc* Committee could provide a useful service to the Committee of Election and the University.

4. Recent experience has also shown that the current process of bringing forth all nominees to the full Committee of Election for voting has compromised the confidentiality of candidate information, which can be embarrassing to both the candidates and the University.
5. Additionally, the current process is not transparent, does not mandate any University body with seeking potential candidates who could best serve the University, and does not provide an opportunity for potential candidates to be interviewed by the *ad hoc* Committee or for the potential candidates to be briefed on the role and commitment required of the Chancellor.

Recommendations:

1. That a Chancellor Search Committee be established. It is anticipated that with an expanded membership, the Chancellor Search Committee could solicit, interview and consider nominees for Chancellor and provide a recommendation of a candidate to the Committee of Election of the Chancellor.
2. Proposed membership of the Chancellor Search Committee is:
 - Chair, Board of Governors as Chair of the Committee
 - President and Vice-Chancellor, or designate
 - Three members of Senate, elected by Senate
 - Two members of the Board of Governors (in addition to the Chair), elected by the Board
 - Two student senators, one undergraduate and one undergraduate, as elected by Senate
 - Two members of the Alumni Association, nominated by the Alumni Association
 - University Secretary, as Secretary (non-voting)
3. In the 2009 Chancellor election, a position profile for the office of Chancellor was developed. This document has been made into a Bylaw and is proposed for formal approval.

Recommended resolution:

THAT the Senate and the Board approve the attached Bylaw outlining the Role of the Chancellor; and

THAT the Senate and the Board approve the attached Policy governing the Election of the Chancellor

Respectfully submitted,

Jeff M. Leclerc,
University Secretary



Applies to:

☒ Board of Governors members x Senate members

☐ Faculty/School Councils ☐ Students

x External Parties All members of the University of Manitoba Community
[specify applicable external parties]

☐ Employees _____
[specify applicable employee organizations and employment group]

Chancellor is a voting member of the Board of Governors and the Senate. The Chancellor Chairs the Chancellor's Committee, the Board Nominations Committee, the Senate Committee on Honorary Degrees and the Peter D. Curry Chancellor's Award Selection Committee. The Chancellor is also a member of the Board of Governors Executive and Governance, Finance, Administration and Human Resources, Management Resource and Compensation and Distinguished Service Award Committees.

- vii) lend support to the development initiatives of the University when called upon.

2.2 Qualities sought in the Chancellor

While each Chancellor will bring different qualities to the role, ideally the Chancellor will possess the following qualities:

- i) ideally, the Chancellor will have an established relationship with the University and a strong connection to Manitoba;
- ii) the Chancellor will demonstrate an unquestioned commitment to the University and will exemplify and symbolize the University by his/her conduct and the standards he/she sets;
- iii) the Chancellor will have experience and contacts which add to those of the Chair and Vice-Chair of the Board of Governors, the President and other members of the Executive Team;
- iv) the Chancellor will have experience serving on governing boards;
- v) the Chancellor will be credible in fundraising campaigns and have connections and access to public and/or private funders. The Chancellor will have the respect of many of the corporate/foundation/special interest groups with which the University must cultivate and maintain relations;
- vi) the Chancellor will be an articulate and effective communicator, comfortable in a wide variety of public and private settings and across a diverse range of audiences.

- 2.3 The President is designated as the Vice-Chancellor of the University and shall act for the Chancellor in the absence of the Chancellor.

3.0 Accountability

- 3.1 The University Secretary is responsible for advising the that a formal review of the Bylaw is required.

4.0 Secondary Documents

- 4.1 The Approving Bodies may approve Regulations, Policies and Procedures which are secondary to and comply with this Bylaw.

5.0 Review

- 5.1 Formal Bylaw reviews will be conducted every ten (10) years. The next scheduled review date for this Bylaw is September 1, 2020.
- 5.2 In the interim, this Bylaw may be revised or rescinded if the Approving Bodies deem necessary.
- 5.3 If this Bylaw is revised or rescinded, all Secondary Documents will be reviewed

as soon as reasonably possible in order to ensure that they:

- (a) comply with the revised Bylaw; or
- (b) are in turn rescinded.

6.0 Effect on Previous Statements

6.1 A This Bylaw supersedes:

- (a) all previous Board/Senate Bylaws, Regulations, Rules, Policies and Procedures, and resolutions on the subject matter contained herein; and

7.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Policy: Election of the Chancellor



- (e) Two students, one undergraduate and one graduate, elected by Senate;
 - (f) Two members of the University of Manitoba Alumni Association, nominated by the Alumni Association; and
 - (g) The University Secretary, as Secretary (non-voting)
- 2.3.2 The Terms of Reference of the Chancellor Search Committee are:
- To solicit nominations for the office of Chancellor from members of the University Community. The nomination period shall be of at least four weeks duration and the call for nominations made widely;
 - To review nominations for the office of Chancellor;
 - To assess the suitability of candidates for the office of Chancellor against the description of the role of Chancellor as outlined in the Chancellor Bylaw;
 - To prepare a Report to the Committee of Election on the number of nominations received for Chancellor, including the one recommended candidate for Chancellor with supporting documentation.
- 2.3.3 The Chancellor Search Committee shall have the option to:
- (a) Obtain or ask nominators to obtain supplemental biographical or other information about the nominees.
 - (b) Meet with individual nominees to discuss the nature of the position, and obtain additional information that would be of assistance to the Committee of Election.
- 2.3.4 Prior to submitting the Report to the Committee of Election, the Chancellor Search Committee shall determine the willingness of the recommended candidate to stand as Chancellor.
- 2.3.5 The deliberations of the Chancellor Search Committee shall be confidential.

2.4 Meetings of the Committee of Election

- 2.4.1 Meetings of the Committee of Election require 14 days written notice to all voting members of the Committee. An electronic message shall be considered sufficient written notice.
- 2.4.2 Meetings of the Committee of Election shall be held in closed session.
- 2.4.3 The election shall be by secret ballot following the presentation of the report of the Chancellor Search Committee.
- 2.4.4 To be elected, a candidate must receive support from a majority of those members present and voting.
- 2.4.5 The Chair of the Committee of Election shall ask the successful candidate to serve.
- 2.4.6 The name of the successful candidate shall be held in confidence until a public announcement is made by the University.
- 2.4.7 In the event that the candidate recommended to the Committee of Election by the Chancellor Search Committee does not receive a majority of the votes cast, the nomination, and any comments shall be referred back to the Chancellor Search Committee for further review and deliberations. The Chancellor Search Committee shall make another recommendation to the Committee of Election within 30 days. This recommendation may be for the same candidate with additional information, or for a new candidate.

3.0 Accountability

- 3.1 The University Secretary is responsible for advising the President that a formal

review of the Policy is required.

4.0 Secondary Documents

- 4.1 The Approving Bodies may approve Procedures which are secondary to and comply with this Policy.

5.0 Review

- 5.1 Formal Policy reviews will be conducted every ten (10) years. The next scheduled review date for this Policy is September 1, 2020.
- 5.2 In the interim, this Policy may be revised or rescinded if:
- (a) the Approving Body deems necessary; or
 - (b) the relevant Bylaw, Regulations or Policy is revised or rescinded.
- 5.3 If this Policy is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
- (a) comply with the revised Policy; or
 - (b) are in turn rescinded.

6.0 Effect on Previous Statements

- 6.1 A This Policy supersedes the following:
- (a) all previous Board/Senate Policies, Procedures, and resolutions on the subject matter contained herein.

7.0 Cross References

Cross References:

[Indicate other specific Governing Documents which should be cross referenced to this Governing Document.]

Bylaw: Chancellor _____
