

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, November 7, 2012
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. Report of the Executive Committee of the Faculty of Graduate Studies on Curriculum and Course Changes
 [October 16, 2012] Page 4

III ELECTION OF SENATE REPRESENTATIVES

1. Election of a Student Member to the Senate Executive Committee Page 8

IV MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards Page 9
 [September 12, 2012]
2. Report of the Senate Committee on Awards – Part A Page 12
 [October 2, 2012]
3. Report of the Senate Committee on University Research Page 21
 RE: CRC/CFI Strategic Research Plan Summary
4. Implementation of Internationally Educated Page 28
 Agrologists Program
5. Items Approved by the Board of Governors, Page 29
 on September 25, 2012

V REPORT OF THE PRESIDENT

1. Presentation by the Campus Planning Office on the Visionary (re)Generation Open International Design Competition

VI 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.

VII CONSIDERATION OF THE MINUTES OF THE MEETING OF OCTOBER 3, 2012

VIII	<u>BUSINESS ARISING FROM THE MINUTES</u> - none	
IX	<u>REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE</u>	
1.	<u>Report of the Senate Executive Committee</u>	Page 32
	Comments of the Senate Executive Committee will accompany the report on which they are made.	
2.	<u>Report of the Senate Planning and Priorities Committee</u>	
	The Chair will make an oral report of the Committee's activities.	
X	<u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u>	
1.	<u>Report of the Senate Committee on Awards – Part B [October 2, 2012]</u>	Page 33
2.	<u>Articulation Agreement Proposal: University of Manitoba, Bachelor of Science (Human Nutritional Sciences) – Red River College, Culinary Arts Diploma</u>	Page 37
	<i>Note: Additional course outlines for courses in the Culinary Arts program, for which students would receive transfer credit, are available for Senators to review in the Office of the University Secretary.</i>	
a)	<u>Report of the Senate Committee on Admissions</u>	Page 58
b)	<u>Report of the Senate Committee on Curriculum and Course Changes</u>	Page 60
3.	<u>Report of the Senate Committee on University Research RE: Proposal for an Endowed Research Professorship in Pediatric Allergy and Asthma</u>	Page 62
4.	<u>Report of the Senate Committee on Instruction and Evaluation RE: Revised Degree Regulations, B.Sc. in Geological Sciences – Major, Honours, and General Programs</u>	Page 69
5.	<u>Report of the Senate Committee on Instruction and Evaluation RE: Direct Entry Procedures and Policy, Clayton H. Riddell Faculty of Environment, Earth, and Resources</u>	Page 83
6.	<u>Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy on Supplemental Examinations</u>	Page 86
7.	<u>Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy on Deferred Examinations</u>	Page 97

8.	Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy on <u>Invigilation of Examinations</u>	Page 106
9.	Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy on <u>Remediation</u>	Page 114
10.	Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy on Midpoint In-Training Evaluation and Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation	Page 125
11.	Report of the Senate Committee on Rules and Procedures RE: Rules for Teleconference Meetings and Resolutions in Writing for Standing and <i>Ad Hoc</i> Committees of Senate	Page 139
12.	<u>Report of the Senate Committee on Nominations</u>	Page 142
XI	<u>ADDITIONAL BUSINESS</u>	
XII	<u>ADJOURNMENT</u>	

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

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

Preamble

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
3. The Faculty of Graduate Studies Executive Committee met on October 16th to consider course change proposals from the Faculty of Nursing, Dept. of History, Dept. of Native Studies, Dept. of Biological Sciences, Faculty of Pharmacy and Dept. of Preventive Dental Sciences.

Observations

1. The Faculty of Nursing proposes the modification of one course, **NURS 7360 Integrative Focus (6)** to identify that the course now has a pre- or co-requisite.

Faculty of Nursing

Course Modification

NURS 7360 Integrative Focus

6

The purpose of this course is to allow the student to focus in-depth in a substantive area of nursing practice: clinical practice, education or administration. Students will engage in practice in the area of focus, and be guided by the faculty adviser with respect to the goals and direction of the practicum and associated readings. Students will participate in seminars facilitated by the faculty at designated times throughout the practicum. Prerequisite: NURS 7090, NURS 7210, NURS 7220, and NURS 7340. Pre- or Co-requisite: NURS 7350.

NET CHANGE IN CREDIT HOUR

0

2. The Dept. of History proposes the deletion of two courses, **HIST 7370 History of Recorded Communication (6)** and **HIST 7380 Selected Problems in Archival Studies (6)** and the introduction of three courses, **HIST 7372 History of Archiving and Archival Records (6)**, **HIST 7382 Archiving in the Digital Age (6)** and **HIST 7392 Selected Topics in Archival Studies (3)** to amend the course titles for the two deletions and draw on a new instructor's ability to provide courses for areas of interest.

Dept. of History

Course Deletions

HIST 7370 History of Recorded Communication 6

HIST 7380 Selected Problems in Archival Studies 6

Course Introductions

HIST 7372 History of Archiving and Archival Records 6

An examination of aspects of the history of archival thought, activities, and records from antiquity to the present. Canadian and international examples since the nineteenth century are emphasized. Students may not hold credit for both HIST 7372 and the former HIST 7370 (011.737).

HIST 7382 Archiving in the Digital Age 6

An examination of selected contemporary issues in archival theory and activities in Canada and internationally, with emphasis on the impact of computerization on archiving. The issues are studied in relation to the history of archiving and archival records. Students may not hold credit for both HIST 7382 and the former HIST 7380 (011.738).

HIST 7392 Selected Topics in Archival Studies 3

A detailed examination of selected topics and problems in Archival Studies. As the course content will vary from year to year, students may take this course more than once for credit.

NET CHANGE IN CREDIT HOUR +3

3. The Dept. of Native Studies proposes the introduction of one course, **NATV 7330 Advanced Seminar in Indigenous Research (3)** in response to a recommendation in the review of the Ph.D. in Native Studies program proposal.

Dept. of Native Studies

Course Introduction

NATV 7330 Advanced Seminar in Indigenous Research 3

A team-taught seminar that provides an in-depth study of the major theoretical, methodological, and ethical issues in Indigenous research with an emphasis on the interdisciplinary scholarship of Native Studies faculty.

NET CHANGE IN CREDIT HOUR +3

4. The Dept. of Biological Sciences proposes the deletion of one course, **BIOL 7530**

Molecular Biology of Eukaryotes (3) and the introduction of two courses, **BIOL 7553 Molecular Biology of Eukaryotes (DNA) (3)** and **BIOL 7554 Molecular Biology of Eukaryotes (RNA) (3)** to replace the deleted course with the two introductions and thereby satisfy demand and focus on the specialty areas of two professors.

Dept. of Biological Sciences

Course Deletion

BIOL 7530 Molecular Biology of Eukaryotes **3**

Course Introductions

BIOL 7553 Molecular Biology of Eukaryotes (DNA) **3**

This is a lab intensive techniques course designed for 4th year undergraduate and graduate students interested in understanding the theory and application of molecular methods specifically focusing on eukaryotic DNA. Students will learn essential and cutting-edge molecular techniques involved in gene-structure, amplification, transformation and sequencing. Pre-requisite: BIOL 2520 (Cell Biology) or equivalent.

BIOL 7554 Molecular Biology of Eukaryotes (RNA) **3**

This is a lab intensive techniques course designed for 4th year undergraduate and graduate students interested in understanding the theory and application of molecular methods specifically focusing on eukaryotic RNA. Students will learn essential and cutting-edge molecular techniques involved in identifying messenger RNA expression of a particular target protein in plant or animal tissue. Pre-requisite: BIOL 2520 (Cell Biology) or equivalent.

NET CHANGE IN CREDIT HOUR **+3**

5. The Faculty of Pharmacy proposes the introduction of one course, **PHRM 7100 Pharmacoepidemiology (3)** to fill a gap in offerings and interest in this area.

Faculty of Pharmacy

Course Introduction

PHRM 7100 Pharmacoepidemiology **3**

This course will enable students to develop expertise in study designs applicable to pharmacoepidemiology. Sources of data, including automated databases, analytical methodologies and special issues in pharmacoepidemiology will be discussed.

NET CHANGE IN CREDIT HOUR **+3**

6. The Dept. of Preventive Dental Sciences proposes the introduction of one course, **PDSD 7109 Pharmacology and Toxicology in Pediatric Dentistry (3)** to create a course on this subject which is tailored for the specific curricular needs of Pediatric Dentistry graduate students.

Dept. of Preventive Dental Sciences

Course Introduction

PDSD 7109 Pharmacology and Toxicology in Pediatric Dentistry 3

Residents will be expected to obtain knowledge of pharmacology and toxicology of commonly used medications in clinical pediatric dentistry. A number of seminars will be conducted to obtain adequate knowledge and skills in this course.

NET CHANGE IN CREDIT HOUR +3

Recommendations

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

Faculty of Nursing
Dept. of History
Dept. of Native Studies
Dept. of Biological Sciences
Faculty of Pharmacy
Dept. of Preventive Dental Sciences

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Executive Committee

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

Election of a Student Senator to the Senate Executive Committee

1. The composition of the Executive Committee makes provision for three student assessors. The Assessors are as follows:
 1. President of UMSU (or designate) term: May 1, 2012 – April 30, 2013
 2. President of GSA (or designate) term: May 1, 2012 – April 30, 2013
 3. Student Senator appointed by caucus of Student Senators term: May 1, 2012 – April 30, 2013
2. The composition of the Executive Committee makes provision for one elected Student member of Senate Executive Committee. The recent resignation of Mr. Olivier Gagné from Senate (effective October 1, 2012) has left this position vacant. A candidate for this position is nominated by the caucus of Student Senators at Senate. Term for this position: November 7, 2012 – April 30, 2013.

Procedures:

- (a) A nomination for the position shall be provided at Senate by the Student Senate Caucus.
- (b) Senators shall vote by a show of hands.

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

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

Observation

In an electronic poll conducted on September 12, 2012, the Senate Committee on Awards approved one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated September 12, 2012).

Recommendation

The Senate Committee on Awards recommends that the Board of Governors approve one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated September 12, 2012). This award decision complies with the published guidelines of November 3, 1999, and is reported to Senate for information.

Respectfully submitted,

Dr. David Kuhn
Chair, Senate Committee on Awards

MEETING OF THE SENATE COMMITTEE ON AWARDS

Appendix A September 12, 2012

1. AMENDED OFFERS

Manulife Actuarial Scholarship

The following amendments have been made to the terms of reference for the Manulife Actuarial Scholarship:

- First-time recipients of this scholarship are now offered the option of working at Manulife for a four-month work placement. This statement was added as the last sentence of the first paragraph.
- The value of both the first-time scholarship and the renewal scholarship has increased from \$3,500 each to \$5,000 each.
- The first criterion (1) now reads: “is a Canadian Citizen or Permanent Resident eligible for employment in Canada;”
- The credit hour range listed in the first criterion (2) has changed from 48-72 to 54-84 credit hours.
- Criterion (3) now reads: “is enrolled full-time (80% course load) in either (a) the I.H. Asper School of Business, in a Bachelor of Commerce (Honours) degree with a declared Major in Actuarial Mathematics or (b) the Faculty of Science, in a Bachelor of Science (Honours) degree with a declared Major in Actuarial Mathematics or Statistics - Actuarial Mathematics;”.
- There are now seven eligibility criteria due to the addition of the new wording for criterion (1).
- There has been an explanatory note added after the first set of eligibility criteria explaining the work placement option.
- The section that outlines the application process and the materials applicants must provide to be considered for the scholarship has been more clearly stated in a new numbered section.
- The renewal criteria now read:
 - (1) in the next ensuing academic session, continues to be enrolled full-time (80% course load) in either (a) the I.H. Asper School of Business, in a Bachelor of Commerce (Honours) with a declared Major in Actuarial Mathematics or (b) the Faculty of Science, in a Bachelor of Science (Honours) with a declared Major in Actuarial Mathematics or Statistics - Actuarial Mathematics;
 - (2) has maintained a minimum degree grade point average of 3.5. Recipients of the Manulife Actuarial Scholarship may not hold the scholarship concurrently with any other University of Manitoba award of equal or greater value.
- Removal of the paragraph that restricted students from concurrently holding this and another scholarship of equal or greater value.
- In the third last paragraph, the value has been changed from \$3,500 to \$5,000.
- In the penultimate paragraph, the value of the annual donation has been increased from \$7,000 to \$10,000.
- The description of the selection committee has been amended to read: “The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate) and will include the Director of the Warren Centre for Actuarial Studies and Research and at least one faculty

member who has industry experience and practical knowledge of the leadership qualities required to excel in an actuarial science career.

- Several editorial changes have been made.

REPORT OF THE SENATE COMMITTEE ON AWARDS - PART A

Preamble

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

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

Observations

At its meeting of October 2, 2012 the Senate Committee on Awards approved two new offers and fourteen amended offers as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated October 2, 2012).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve two new offers and fourteen amended offers as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated October 2, 2012). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. David Kuhn
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

Appendix A October 2, 2012

1. NEW OFFERS

Berkes Graduate Scholarship in Community-Based Research

Professor Fikret Berkes, Tier I Canada Research Chair in Community-Based Resource Management, has established the Berkes Graduate Scholarship in Community-Based Research. This annually funded scholarship will provide support towards degree-related field research and related expenses (including travel, food, housing, and to return research findings to the research host community); an opportunity to train in methods for community-based research, including community-based resource and environmental management, conservation and planning; and an opportunity to engage in outreach training, and to translate results into communication to communities, public audiences, and policy-makers through written, visual, oral and/or multimedia means.

A scholarship, valued at \$3,000, will be offered each year, beginning with the 2012-2013 academic year, to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba, in a Masters or PhD program;
- (2) is pursuing studies in community-based research methods including, but not limited to, community-based resource and environmental management, conservation and planning;
- (3) has achieved a minimum degree grade point average of 3.5 (or equivalent) on the last 60 credit hours of courses (graduate and undergraduate); and
- (4) does not already hold a UMGF, SSHRC or other major award greater than \$5,000.

Applications for the scholarship will be accepted in January with the funds being disbursed before March 15th. Applications must include a copy of the research proposal and two letters of reference. One of the letters must be from the graduate advisor, indicating (i) that the applicant does not already hold a major award, as outlined in criterion four above, and (ii) that this scholarship will make a major difference in the applicant's ability to carry out the proposed research.

The selection committee will be named by the Dean of the Faculty of Graduate Studies (or designate) and will include one unit head from the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

Frederick Johnson Advanced Entry Admission Scholarship

The Frederick Johnson Advanced Entry Admission Scholarship has been established in honour of Frederick Johnson, to commemorate his long association with the Department of Commerce, now incorporated into the I.H. Asper School of Business. The scholarship has been created by his son, Dr. Frederick A. Johnson (B.Sc.(Hons.)/45) who bequeathed \$800,000 to establish an endowment fund at the University of Manitoba in 2010. The fund will be used to offer the Frederick Johnson Direct Entry Admission Scholarship (award #25692), the Frederick Johnson Advanced Entry Admission Scholarship, and the Frederick Johnson Scholarship for Accounting (award #25693).

One quarter of the available annual income from the fund will be used to offer one or more scholarships valued at \$2,500 each to undergraduate students who:

- (1) have been admitted to the I. H. Asper School of Business under Track 1 or Track 2;

- (2) have submitted an application indicating his or her intention to pursue the Accounting major, and a description of their career goals (maximum 500 words);
- (3) have enrolled full-time (minimum 80 percent course load) in the B.Comm.(Hons.) degree, and have declared Accounting as his or her major;
- (4) from among those candidates who meet criteria (1) , (2) and (3), have achieved the highest admission grade point average (AGPA).

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

2. AMENDMENTS

Alice M. Chisholm Bursaries

The following amendments have been made to the terms of reference for the Alice M. Chisholm Bursaries:

- This award was amended to include students in the new Masters of Physical Therapy program now being offered at the School of Medical Rehabilitation in the Faculty of Medicine.
- New wording was added to the preamble to clarify that this award is set up as an endowment fund and that it will be available to offer each year
- Criterion (1) now reads: “have completed at least one year in (i) the School of Medical Rehabilitation, in the Department of Respiratory Therapy or ii) in the Faculty of Graduate Studies in a Master’s program delivered by either the Department of Physical Therapy or the Department of Occupational Therapy;”.
- Criterion (2) now reads: “are enrolled full-time in the next year of the program”.
- Criterion (3) now reads: “have achieved a minimum degree grade point average of either (i) 2.0 if they are an undergraduate student or (ii) 3.0 in the first year of the graduate program;”.
- Criterion (4) now reads: “have demonstrated financial need on the standard University of Manitoba bursary application form.”
- The phrase “awarded to a student” has been added into the third last paragraph.
- The Financial Aid and Awards office is no longer part of the selection committee.
- Standard Board of Governors paragraph has been added.

Arthritis Society Bursary in Occupational Therapy

The following amendments have been made to the terms of reference for the Arthritis Society Bursary in Occupational Therapy:

- New wording added to the preamble to clarify that this bursary is only available to graduate students in Occupational Therapy at the University of Manitoba.
- Criterion (1) now reads: “is enrolled full-time in the Faculty of Graduate Studies, in the second year of study in the Master of Occupational Therapy program;”. The addition of the words ‘degree’ and “Master of” in criterion (2). The degree grade point average was also

changed from 3.5 to 3.0 to conform to the minimum bursary requirement by the Faculty of Graduate Studies.

- All references to the 2004-2005 academic session have been completely removed.
- The description of the selection committee has been amended to read: “The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the School of Medical Rehabilitation Awards Committee to name the selection committee for this award.”
- Several editorial changes have been made.

Arthritis Society Entrance Scholarship in Occupational Therapy

The following amendments have been made to the terms of reference for the Arthritis Society Entrance Scholarship in Occupational Therapy:

- In the first paragraph, the reference to the 2005-2006 academic session has been removed and the word “graduate” has been added.
- Criterion (1) now requires students to be enrolled full-time in the Faculty of Graduate Studies.
- Criterion (2) now reads: “has achieved the highest admission grade point average with a minimum of 3.5 (or equivalent).”
- New paragraph added that reads: “This award cannot be held in conjunction with a University of Manitoba Graduate Fellowship (UMGF) or the MMCF – Entrance Scholarship for Medical Rehabilitation.”
- The description of the selection committee has been amended to read: “The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the School of Medical Rehabilitation Awards Committee to name the selection committee for this award.”

Community Therapy Services Inc. Award

- The following amendments have been made to the terms of reference for the Community Therapy Services Inc. Award: The name of the award has been changed to *Dr. Ron Bowie Award*.
- Information about Dr. Ron Bowie added to first paragraph.
- Information about Community Therapy Services Inc. incorporated into the first paragraph.
- Paragraph outlining the number and value of the scholarships now reads: “Each year, two scholarships valued at \$750 each will be offered; one to an undergraduate student in the Physical Therapy program and one to a graduate student in the Occupational Therapy program.”
- Clearer language added before the first set of eligibility criteria that explicitly states that one scholarship will be offered to an undergraduate student.
- Criterion (1) of the undergraduate scholarship now reads: “is enrolled full-time in the Bachelor of Medical Rehabilitation (Physical Therapy) program;”
- The replacement of the word ‘cumulative’ with the word ‘degree’ in criterion (2) of the undergraduate eligibility criteria.

- Replacement of “Physiotherapy stream” with “Physical Therapy program” in criterion (3) of the undergraduate criteria.
- Clearer language added before the second set of eligibility criteria that explicitly states that one scholarship will be offered to a graduate student.
- Criterion (1) of the graduate scholarship now reads: “is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba in the School of Medical Rehabilitation in the Occupational Therapy program;”
- The replacement of the word ‘cumulative’ with the word ‘degree’ in criterion (2) of the graduate eligibility criteria.
- The replacement of the word “third” with “second” and “stream” with the word “program” in criterion (3) of the graduate eligibility criteria.
- New section added after both the undergraduate and graduate scholarship eligibility criteria that clearly outlines the application materials applicants are required to submit when applying for this scholarship.
- All references to 2004 were removed.
- The description of the selection committee has been amended to read: “The Chair of the School of Medical Rehabilitation Awards Committee will name the selection committee for this award which shall include members of the Board of Directors of the CTS. University of Manitoba representatives will constitute at least 50 percent of the selection committee.”
- Several editorial changes have been made.

Dr. Biruta Anna Osins Medal and Award in Endodontics

The following amendments have been made to the terms of reference for the Dr. Biruta Anna Osins Medal and Award in Endodontics:

- Criterion (3) now reads: “demonstrates the highest involvement in the field of Endodontics by showing clinical or research proficiency in the Endodontic course; or;”

Frederick Johnson Admission Scholarship

The following amendments have been made to the terms of reference for the Frederick Johnson Admission Scholarship:

- The name of the award has been changed to *Frederick Johnson Direct Entry Admission Scholarship*.
- All references to “Frederick Johnson Admission Scholarship” changed to “Frederick Johnson Direct Entry Admission Scholarship”.
- Paragraph one clarifies the fund type is an endowment fund.
- The names of the other Frederick Johnson awards have been changed to reflect the other awards being forwarded to Senate for approval.
- The second paragraph now reads: “One quarter of the available annual income from the fund will be used to offer one or more scholarships valued at \$2,500 each to undergraduate students who:”.
- The selection criteria now read:

- (1) have been admitted under the Direct Entry Program Option to the I.H. Asper School of Business;
 - (2) have submitted an application indicating his or her intention to pursue the Accounting major and a description of their career goals (maximum 500 words);
 - (3) have enrolled full-time (minimum 80% course load) in the B. Comm.(Hons.) program and has declared Accounting as her or her major;
 - (4) from among those candidates who meet criteria (1), (2) and (3), have achieved the highest average (minimum average of 85 percent) on those courses considered for the University of Manitoba General Entrance Scholarship Program.
- All references to an application process and essay have been removed.
 - The paragraph describing the selection process should there be no qualified applicant who matches the eligibility requirements has been removed.
 - Several editorial changes have been made.

Frederick Johnson Scholarship for Accounting

The following amendments have been made to the terms of reference for the Frederick Johnson Scholarship for Accounting:

- Paragraph one clarifies the fund type is an endowment fund.
- The names of the other Frederick Johnson awards have been changed to reflect the other awards being forwarded to Senate for approval.
- The second paragraph now reads: “One half of the available annual income from the fund will be used to offer one or more scholarships valued at \$5,000 each to undergraduate students who:”.
- Changes have been made to the funding allocations in that “one half of the available annual income from the fund will be used to offer one or more scholarships valued at \$5,000 each to undergraduate students who:” meet the requirements”.
- Several editorial changes have been made.

Marjorie Spence Physical Therapy Entry Level Scholarship

The following amendments have been made to the terms of reference for the Marjorie Spence Physical Therapy Entry Level Scholarship:

- This award was amended so it could be offered to students in the new Masters of Physical Therapy program now being offered at the School of Medical Rehabilitation in the Faculty of Medicine.
- In the first paragraph, the following statement has been added: “The purpose of this fund is to provide a scholarship to a student who has demonstrated a strong history of community involvement and manifests selflessness and compassion for others as well as a desire to make a difference in the world of physical therapy and health care. Each year, the available income from the fund will be used to offer one scholarship to a graduate student who:”
- The selection criteria now read:
 - (1) is enrolled full-time in the Faculty of Graduate Studies in the first year of the Master of Physical Therapy program at the School of Medical Rehabilitation at the University of

Manitoba;

- (2) has achieved a high admission grade point average with a minimum of 3.5 (or equivalent);
 - (3) has demonstrated a strong and consistent history of community involvement locally or within the broader community;
 - (4) has demonstrated leadership qualities through community or school involvement.
- A new numbered section outlining the application process has been added to support the third and fourth criteria.
 - A new sentence has been added as the third last paragraph which reads: “Applications will be evaluated based on a combination of the admission grade point average (AGPA) and the essay that is submitted as part of the application process.”
 - The description of the selection committee has been amended to read: “The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the School of Medical Rehabilitation Awards Committee to name the selection committee for this award which shall also include the donor contact (or designate).”
 - Standard Board of Governors paragraph has been added.
 - Several editorial changes have been made.

School of Medical Rehabilitation Endowment Fund Student Bursaries

The following amendments have been made to the terms of reference for the School of Medical Rehabilitation Endowment Fund Student Bursaries:

- This award was amended so it could also be offered to students in the new Masters of Physical Therapy program now being offered at the School of Medical Rehabilitation in the Faculty of Medicine.
- Background information regarding the establishment of this award back in 2004-2005 was removed.
- The first paragraph outlines the distribution of funds for the 2012-2013 academic year for students in the Master of Occupational Therapy program, the Master of Physical Therapy program, the Bachelor of Medical Rehabilitation (Physical Therapy) program and the Bachelor of Medical Rehabilitation (Respiratory Therapy) program.
- The second paragraph outlines the distribution of funds for the 2013-2014 academic year in which there are no longer any eligible students from the Bachelor of Medical Rehabilitation (Physical Therapy) program.
- The selection criteria now read:
 - (1) are enrolled full-time in the (i) School of Medical Rehabilitation, in either the Bachelor of Medical Rehabilitation (Respiratory Therapy) program or (ii) Faculty of Graduate Studies in either the Master of Occupational Therapy or the Master of Physical Therapy program;
 - (2) have achieved a minimum degree grade point average of either (i) 2.0 if they are an undergraduate student or (ii) 3.0 (or equivalent) based on the last 60 credit hours of study if they are a graduate student;
 - (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

- A new paragraph has been added following the selection criteria that reads: “All students who demonstrate financial need are eligible; however, students in years subsequent to Year 1 must have successfully completed all academic, clinical, and fieldwork requirements for the previous year.”
- The description of the selection committee has been amended to read: “The selection committee will be the Awards Committee of the Departments of Occupational, Physical and Respiratory Therapy.”
- The standard Board of Governors paragraph has been added.

SMRSA Bursary

The following amendments have been made to the terms of reference for the SMRSA Bursaries:

- The name of the award has been changed to *SMRSA Bursaries*
- New selection criteria that now reads:
 - (1) have achieved a minimum degree grade point average of 3.0;
 - (2) participate in student extracurricular activities;
 - (3) are enrolled full-time in the final year of their program: BMR(PT), M.O.T., BMR(RT);
 - (4) have demonstrated financial need on the standard University of Manitoba bursary application form.
- New paragraph following the selection criteria that reads: “In addition to completing the standard University of Manitoba bursary application form, applicants must also complete an application form outlining their participation in the planning and development of student extracurricular activities.”
- The description of the selection committee has been amended to read: “The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the School of Medical Rehabilitation Awards Committee to name the selection committee for this award.”

Syngenta Achievement Award

The following amendments have been made to the terms of reference for the Syngenta Achievement Award:

- Syngenta Crop Protection Canada Inc. has been changed to “Syngenta Canada Inc.
- Some editorial changes have been made.

Troy Suelzle Memorial Award in Dentistry

The following amendments have been made to the terms of reference for the Dr. Troy Suelzle Memorial Award in Dentistry:

- The name of the award has been changed to *Dr. Troy Suelzle Memorial Award in Dentistry*.

UMSU – Bison Athletes Award for Outstanding Contribution in Athletics

The following amendments have been made to the terms of reference for the UMSU – Bison Athletes Award for Outstanding Contribution in Athletics:

- All references to “Canadian Interuniversity Sport” or “CIS” have been changed to “Bison varsity”
- First paragraph now specifies Bison athletes.
- Number of total awards offered increased from fourteen to sixteen..
- Number of awards available for female athletes increased from seven to eight with the addition of golf in the listing of eligible sports.
- Number of awards available for male athletes increased from seven to eight with the addition of golf in the listing of eligible sports.

Vesalius Prize

The following amendments have been made to the terms of reference for the Vesalius Prize:

- This award was re-written to accommodate the new Master of Physical Therapy program starting in Fall 2012. It now reads:

Through the estate of Professor Josephine Stack-Haydon and additional donations, an endowment fund has been established to offer the Vesalius Prize. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Each year, the available annual income from the fund will be used to offer one prize to a graduate student who:

- 1) is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba in the Master of Physical Therapy program;
- 2) has the highest standing in PT 6140 - Anatomy for Physical Therapy.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the Awards Committee of the School of Medical Rehabilitation to name the selection committee for this award.

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

3. WITHDRAWALS

None.

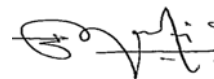
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)
and Chair, Senate Committee on University Research

DATE: October 9, 2012

SUBJECT: CRC/CFI Strategic Research Plan Summary



Attached is the CRC/CFI Strategic Research Plan Summary for the University of Manitoba. The report has been endorsed by the Senate Committee on University Research.

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

Thank you.

DSJ/nis
Encl.

THE UNIVERSITY OF MANITOBA

CRC/CFI STRATEGIC RESEARCH PLAN SUMMARY – September 12, 2012

INTRODUCTION AND OBJECTIVES

The University of Manitoba is the Province's leading research institution. Its vision is to be recognized as a leader among Canadian research-intensive universities and a key player in building Manitoba's social and economic future. The overall objective of the University's Strategic Research Plan (SRP) is to assist the University in realizing this vision. The specific objectives of the plan are to: enhance capacity in existing areas of research strength; build research capacity in emerging areas of research strength; foster networking, partnerships and collaborations between disciplines and across sectors; and provide unique research training opportunities for graduate students and other trainees including undergraduate students.

In 2009, the University adopted a five-year Strategic Planning Framework intended to guide major institutional decisions in order to best take advantage of opportunities for the University to focus specific attention on areas of particular relevance in today's world. This framework recognizes and supports the importance of a full spectrum of fundamental and applied research, while identifying a number of focus areas for enhancement which have been chosen based on their uniqueness, their potential to draw on strengths from across the University and to combine teaching, research, and public service activities, as well as their relevance to Provincial priorities. The SRP and Summary are based on the priorities set for research enhancement in the Strategic Planning Framework and other key areas of fundamental and applied research that the University promotes and supports along with other institutional and unit-based research planning initiatives. The SRP and Summary also detail how the Canada Research Chair (CRC), Canada Excellence Research Chair (CERC) and Canada Foundation for Innovation (CFI) programs have been and will be used to enhance our research capabilities in the areas.

RESEARCH AND RESEARCH TRAINING THRUSTS

Six major thrusts for research and research training, along with other key areas of fundamental and applied research are identified in which to develop or maintain excellence: 1) healthy, safe food and novel bioproducts; 2) sustainable prairie and northern communities; 3) human rights and social justice; 4) innovations in public, population health and health services research; 5) new materials and technologies; and 6) culture and creativity. These thrusts and other fundamental and applied research represent areas in which the University has a critical mass of internationally recognized and/or exceptionally promising researchers, as well as emerging areas where the University is building institutional capacity and encouraging new collaborative efforts. Significant institutional support beyond CRC, CERC and CFI allocations exists for each of these research thrusts, including strategic recruitment of faculty members and support for research institutes and centres, some of which are outlined in the University's SRP. CRC allocations in thrust areas are indicated in the attached chart and a brief description of support for advancement of science and culture within these research thrusts is provided below.

1. Healthy, Safe Food and Novel Bioproducts

Key areas: nutrition and functional foods; nutrigenomics; food and feed safety; sustainable agriculture systems; post-harvest systems

A safe, healthy and nutritious food supply benefits both Canada and the world. Much of the world's population struggles with severe famine and malnutrition. Canada and other developed countries have faced recent outbreaks of food-borne illnesses that resulted in death and suffering. Working collaboratively with colleagues from the faculties of Agricultural and Food Sciences, Medicine, Human Ecology, Pharmacy and Science, researchers in this emerging field will work to improve food safety for Canada and the world. Research in this area is supported by the Richardson Centre for Functional Foods and Nutraceuticals, a state-of-the-art research centre that enables research on development of functional foods and nutraceuticals with a focus on the crops of the Canadian Prairies. The Canadian Centre for Agri-food Research in Health and Medicine at St. Boniface Hospital enhances this area of research through clinical research studies of functional and health food products and nutraceuticals. Recent support for this research area includes the establishment of a CFI-funded Gut Microbiome Laboratory, which will enable research into food safety and the links between livestock and human disease. In the area of sustainable agriculture, the CFI-funded National Centre for Livestock and the Environment supports

research on environmental sustainability of integrated livestock and crop production systems and the Canadian Wheat Board Centre for Grain Storage Research develops processes and technologies to preserve what has been produced for food security and sustainability.

2. Sustainable Prairie and Northern Communities

Key areas: arctic system science; arctic geomicrobiology and climate change; resource and environmental sustainability; ecosystem dynamics and metabolism

Not only is Manitoba the only western province with an arctic sea coast and as such has a unique connection to the North of Canada, but it is also considered a gateway to the West. The protection and preservation of the environment in both regions is a major scientific challenge, and requires understanding of a range of issues including climate change and global warming, water stewardship, ecological diversity, and the acquisition and use of natural, mineral, and energy resources. The sustainability of prairie and northern communities is a concern that cuts across multiple disciplines and requires collaboration from researchers with diverse areas of expertise. The University's established strengths in this area continue to grow as greater attention is turned to this issue by both the scientific community and the public. University researchers continue to build collaborations that will work towards solving some of the most pressing environmental problems facing Canadian communities. The University of Manitoba has internationally renowned programs of research in Arctic systems science, climate change and its effects on Arctic sea ice. The research vessel and icebreaker, the Amundsen, and the Sea Ice Environmental Research Facility, the second such facility of its kind in North America, are only two examples of CFI-funded facilities that promote collaborative research at all levels, in arctic system science, arctic geomicrobiology and climate change. Research into other aspects of sustainable communities has also received significant support, including funding for the Centre for Community-Based Resource Management within the Natural Resources Institute, for studying common resources and environmental governance. A metabolic research lab will advance knowledge on how ecosystems are impacted by changing temperatures and nutritional availability.

3. Human Rights and Social Justice

Key areas: human rights and social justice, indigenous politics and governance, peace and conflict studies

While many Canadians may take our rights and privileges as citizens for granted, there is much political debate globally surrounding the differing definitions of human rights and the concept of social justice, including food sovereignty as a human right seeking to create socially-just and rights-based food systems. Establishment of the Canadian Museum for Human Rights, located in Winnipeg, will serve as a unique centre for international education dedicated to the promotion and respect of human rights and diversity. With more than 150 researchers from faculties including Arts, Education, Law, and Social Work focusing on human rights related issues, the University of Manitoba has identified this thrust as an emerging area of research strength and is committed to becoming a world-class leader in this field.

Canada's Indigenous peoples are a significant and important part of Canada and Canadian culture. Manitoba has a large and growing Aboriginal population and recognizes that increased educational success of Aboriginal people is critical to the social, cultural and economic development of Manitoba and Canada. The University has strengthened its Departments of Native Studies, Political Studies and History by recruiting in these areas. The University of Manitoba has a long history in interdisciplinary research on a range of Aboriginal issues from researching linguistic structures in Algonquian language, to studying the historical position of Aboriginal peoples in Western Canada, to researching land claims. Further, the University has a specific concentration and strength in researching Indigenous peoples' health, culture and governance and is home to centres for the study of Aboriginal health and Indigenous governance and community-based research governance. Recent CFI support has allowed for the creation of Mamawipawin, a space for community-based research into issues of indigenous governance within the University.

The University of Manitoba has a dedicated source of expertise and research focus in human rights research through the Arthur Mauro Centre for Peace and Conflict Studies, which promotes the advancement of human rights, conflict resolution, global citizenship, peace, and social justice through research, education, and outreach. This capacity has been enhanced by the recent creation of the Centre for Human Rights Research Initiative, which will facilitate research-driven knowledge,

public policy and intellectual debate on issues related to human rights and social justice. The new Canadian Journal of Human Rights, created by the Faculty of Law, leads the way in the dissemination of this important research.

4. Innovations in Public, Population Health and Health Services Research

Key areas: individual, population, and global health; healthy living and aging, Aboriginal health, knowledge translation into health-care practice

Population and public health, including global public health, and evidence-based health policy are long-standing areas of strength at the University of Manitoba. The University's contributions to public health include local, national and international collaborations ranging from Manitoba Aboriginal and aging communities to applied public health interventions for controlling the AIDS epidemic in Kenya and India. In the area of population health, the Manitoba Centre for Health Policy is an internationally-recognized research unit that houses sixty researchers, graduate students, systems analysts and support staff. Their work involves six major studies annually on health and social issues, which involve policy-makers, planners and clinicians. The Centre has received significant CFI investments towards the implementation of health information databases to identify determinants of health and recommend policy changes. In the area of global health, the Centre for Global Public Health engages in the design and implementation of international health and development projects in several countries, primarily in the areas of HIV and STI prevention. Research on healthy aging is supported by the Centre on Aging, which provides a focus for the interdisciplinary study of aging at the University of Manitoba and promotes the public dissemination of this research. The Centre on Aging will also host the Manitoba data collection for the CFI-funded Canadian Longitudinal Study on Aging facility.

The Manitoba First Nations Centre for Aboriginal Health Research has also been established as a centre of research excellence. Researchers within this Centre are working collaboratively on projects related to the health of indigenous peoples in Manitoba, Canada and internationally. The University's Swampy Cree Suicide Prevention Team brings together representatives from Swampy Cree communities with University and international experts in psychiatry and Aboriginal health. CFI funding support in this area includes the creation of a population-based studies laboratory with a partial focus on Aboriginal suicide prevention.

5. New Materials and Technologies

Key areas: earth and composite materials; civil structures; information and communications technologies; biomedical engineering, efficient utilization of electricity

Materials science is an established, multi-disciplinary research area at the University of Manitoba. From characterization of minerals to materials physics, nanomaterials, microelectronics and medical textiles, researchers are collaborating with local, national and international colleagues, industries and governments to improve materials used in aerospace, medicine and manufacturing. CFI investments include support for the Crystallography and Mineralogy Research Facility which allows for the examination of mineral structure and complex chemical reactions at a molecular level, the Manitoba Regional Materials and Surface Characterization Facility for research surrounding the chemical, structural and morphological nature of surfaces and bulk materials, and a new laboratory for medical textiles. Research in materials science is further supported by the Manitoba Institute for Materials, a research node to increase collaboration within the University and with other academic institutions and industry. In support of IT and communications research, the CFI-funded Applied Electromagnetics Laboratory leads the way in development of compact antennas used in wireless and satellite communications, remote sensing, telemedicine, smart vehicles and navigation systems. It will be complemented by a visual and ubiquitous interfaces laboratory for analysis and processing of information in diverse environments. Leading research in electrical power systems aims to develop new technologies for energy generation, transmission, distribution and utilization. The High Performance Computing Centre, part of the Compute Canada/Westgrid initiative, allows University researchers to perform rapid complex calculations and simulations and is now the computational chemistry centre for western Canada.

6. Culture and Creativity

Key areas: archaeology; Canadian history and culture; globalization and cultural studies; indigenous knowledge and social work, business innovation and entrepreneurship, Indian residential schools, first and second language interactions, fine arts

The cultivation of creativity permeates the work of the University. With increasing globalization, culture is being recognized as an important component in sustaining vibrant local and national communities and securing peace and prosperity. Effective trade within a global economic system requires the development of cross-cultural competencies. Within the new knowledge and information economy, understanding and negotiating cultural differences become valued skills and creative contributions may engender competitive advantage. The University of Manitoba has a long-standing interest and research strength in this area and is positioning itself to take a leadership role in understanding the changing roles of culture within the evolving global system, advancing citizen learning for effective participation in facing the challenges ahead and nurturing creativity within traditional and new media of cultural expression. Archaeological research at the University is supported by the CFI-funded Bioanthropology Digital Image Analysis Laboratory, which provides 3D modeling and printing capabilities for analysis of skeletal remains, as well as by CFI-funded infrastructure for remote study and preservation of Northern Canadian heritage resources. Cultural research is supported at the University through the Centre for Globalization and Cultural Studies, which promotes inquiry into the potential contribution of research into globalization and the analysis of cultural practices to furthering trans-cultural understanding and interdisciplinary collaboration. The Centre for Creative Writing and Oral Culture supports research into oral and literate cultures, as well as creative works. Research at the Indigenous Knowledges and Social Work Research Centre located at the University's inner city campus will enhance culturally appropriate services for indigenous peoples.

Other key areas of fundamental and applied research

In the field of **biomedical sciences**, a greater understanding of the molecular bases of both normal development and disease must be achieved, including developmental biology/phylogenomics research. It is important to integrate these findings into cellular, tissue and whole animal models of disease in order to further our understanding of disease processes, their diagnosis, treatment and prevention. University biomedical researchers are a cornerstone of Manitoba's health care system and are working towards discoveries that will improve the health of Manitobans, Canadians and global citizens. They excel in a wide spectrum of biomedical research, including, but not limited to neuroscience and mental health; cell biology and gene technology, regenerative medicine; epigenetics; cardiovascular and respiratory sciences; applied pharmaceuticals and rational drug design; endocrinology and metabolic diseases, immunology and infectious disease, and systems biology. They have access to the Health Sciences Centre's newly constructed Kleysen Institute for Advanced Medicine, a clinical research facility with state-of-the-art technology for the study of neurosciences, infectious diseases, advanced imaging and medical informatics. In the area of neuroscience and mental health, the University has allocated six new tenure-track faculty positions in neuroscience within the Faculty of Medicine. Research groups including the Mood and Anxiety Disorders Research Group and the Psychiatric Neuroimaging Research Group facilitate collaborative investigation into neurosciences research topics, including cognitive function in aging. The Regenerative Medicine Program, the first in Western Canada to focus on this novel research area, has been made possible through investment into a newly constructed state-of-the-art research space and five new tenure-track faculty positions. The University of Manitoba has a dedicated team of 15 researchers in the Institute of Cardiovascular Sciences (ICS), a partnership between the University and the St Boniface Hospital, who lead research in cardiovascular sciences, both nationally and internationally. Recent CFI investments include an advanced small animal cardiovascular imaging laboratory located at ICS, which will assist in the development of novel dietary and pharmaceutical strategies to limit cardiovascular failure and its associated morbidity and mortality and a live cell fluorescence imaging platform to enhance the viral and cell culture facilities for molecular cardiology research. In the area of respiratory sciences, the Smooth Muscle and Lung Biology Group has affiliations with two student training programs in Allergy and Asthma and the Biology of Breathing Research Theme in the Manitoba Institute of Child Health. Biomedical sciences research has received significant CFI funding to establish research facilities including the Canada-Kenya International Collaboration on Infectious Diseases Research and the Manitoba Centre for Proteomics and Systems Biology.

In the field of astrophysics and subatomic physics, the University is making important discoveries in the area of neutron stars and their interactions with the surrounding medium, and has an internationally-recognized subatomic research group

supported by TRIUMF and other national and international labs. The group is complemented by strategic theoretical efforts by other researchers to make it a pre-eminent university-based group in this field within Canada.

MEASURING THE PLAN'S SUCCESS Given the plan objectives previously enumerated, measures of the plan's success include indicators of: (a) research capacity-building (b) networking, partnership and collaboration (local, national, international, within and between disciplines/sectors); and, (c) training opportunities for graduate students and other trainees (both extent and nature).

DESCRIPTION OF THE PLANNING AND APPROVAL PROCESS Calls for chair and infrastructure proposals are issued by the Vice-Presidents (Academic) and (Research and International) to deans and directors of faculties and schools. Units submit proposals based on their research strategic plans, taking into account the University's Strategic Planning Framework and the research and research training thrusts of the SRP. Based on the submissions received as well as other institution-wide planning initiatives, the University's senior executive committee approves proposals and strategies. The University's Senate Committee on University Research endorses this plan, which is then forwarded to Senate for information. The plan and associated chair allocation strategy is subsequently approved by the University's President who, as stipulated in the CRC Program Guide, is accountable for the SRP.

GENDER REPRESENTATION IN RELATION TO CRC NOMINATIONS As the current focus of the University is to use the CRC program to *recruit* leading researchers to the University, the issue of gender representation will be addressed by ensuring that recruitment processes are free of barriers to nominating women to CRC positions and proactive with respect to the nomination of female candidates, particularly in disciplines/fields where they are under-represented in terms of these positions. This includes: ensuring appropriate gender balance on all search committees; including a statement in CRC advertisements that particularly encourages women to apply; mandatory training of all search committee chairs on process and issues related to equity and diversity, including providing information on the placement of advertisements specifically directed at women; the appointment of the associate vice-president (research) to all search committees and the review, by the Office of the Vice-President (Academic), of all search processes to ensure that each has adopted a proactive approach to the identification of qualified females for CRC positions.

Summary of Allocation by Research Theme

Research Thrust	Council	Tier I	Tier II	Total
Healthy, Safe Food and Novel Bioproducts	NSERC	<ul style="list-style-type: none"> Recruited – 1 (Jones) To be recruited – 1 (<i>Feed and Food Safety</i>) 	<ul style="list-style-type: none"> Retention – 1 (Beta) Recruitment – 1 (Eck) 	4
Sustainable Prairie and Northern Communities	NSERC	<ul style="list-style-type: none"> Retention – 1 (Barber) 	<ul style="list-style-type: none"> Retention – 1 (Tenuta) Recruitment – 1 (Treberg) 	4
	SSHRC	<ul style="list-style-type: none"> Retention – 1 (Berkes) 		
Human Rights and Social Justice	SSHRC		<ul style="list-style-type: none"> Recruited – 1 (Ladner) To be recruited – 1 (<i>Human Rights and Social Justice</i>) 	2
Innovations in Public and Population Health	CIHR	<ul style="list-style-type: none"> Retention – 1 (Chochinov) 	<ul style="list-style-type: none"> Retention – 1 (Menec) Recruitment – 2 (Blanchard, Driedger) To be recruited- 1 (<i>Evidence-Informed Nursing and Health</i>) 	5

			<i>Care Practice)</i>	
New Materials and Technology	NSERC	<ul style="list-style-type: none"> Retention – 2 (Shafai, Hawthorne) Recruitment – 1 (Chakraborty) 	<ul style="list-style-type: none"> Retention – 2 (Freund. Kazem-Moussavi) Recruitment – 5 (Buchanan, El-Salakawy, Wang, Stetefeld, Fayek) <i>To be retained – 2 (Irani: Ubiquitous Analytics; Xing: Biomedical Engineering Materials)</i> <i>To be recruited – 1 (Efficient Utilization of Electric Power)</i> 	13
Culture and Creativity	SSHRC	<ul style="list-style-type: none"> Recruitment – 1 (Brydon) 	<ul style="list-style-type: none"> Retention – 3 Perry, Cariou, Hart) Recruited - 1 (Wu) <i>To be recruited – 2 (First and second language interactions; Indian Residential Schools)</i> 	7
Other areas of fundamental and applied sciences, including biomedical sciences	CIHR NSERC	<ul style="list-style-type: none"> Retention – 7 (Hasinoff, Plummer, HayGlass, Del Bigio, Davie, Hatch, Kirshenbaum) Recruitment – 1 (Gardiner) 	<ul style="list-style-type: none"> Retention – 2 (Yang, Marshall) Recruitment – 3 (Ding, Halayko, Werbowetski-Ogilvie) <i>To be recruited – 2 (Pharmaco-Epidemiology and Vaccine Evaluation; Regenerative Medicine)</i> 	19
	NSERC	<ul style="list-style-type: none"> Retention – 1 (Loewen) 	<ul style="list-style-type: none"> Retention – 1 (Safi-Harb) Recruited – 2 (Marcus, Kelly) 	
Total		18	36	54



UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

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

Date: October 1, 2012
To: Michael Trevan, Dean, Faculty of Agricultural and Food Sciences
From: Joanne Keselman, Vice-President (Academic) and Provost
Subject: Internationally Educated Agrologists Program



At its meeting of July 13, 2012, the Council on Post-Secondary Education (COPSE) approved your proposal to offer a one-year Internationally Educated Agrologists Post-Baccalaureate Diploma Program (IEAP). Note that COPSE approved implementation of this program without funding.

Because this new program utilizes existing resources and requires no additional financial support, I hereby approve its implementation with effect from September, 2012.

Note that the Provost is tasked with preparing an annual report to COPSE on progress achieved on the development and/or implementation of programs approved and/or funded under the College Expansion Initiative, the Strategic Program Envelope, the Systems Restructuring Envelope, and other Council Approved/Funded Program Support for a three year period following implementation. As such, I will be requesting an update on IEAP operations annually (July-August) for inclusion in this report.

On behalf of the University of Manitoba, I extend my congratulations to all those who have worked so hard to design this program. I look forward to the implementation of this new and exciting program.

Cc. Neil Marnoch, Registrar
Thelma Lussier, Director, Institutional Analysis
Joanne Dyer, University Budget Officer
✓ Jeff Leclerc, University Secretary




UNIVERSITY
OF MANITOBA

Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Tel. (204) 474-9593
Fax (204) 474-7511

MEMORANDUM

DATE: September 26, 2012
TO: David Barnard, President & Vice-Chancellor
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: APPROVAL OF MOTION, BOARD OF GOVERNORS MEETING –
September 25, 2012

At its meeting on **September 25, 2012** the Board of Governors approved the following motion:

THAT the Board of Governors approve four new offers and fourteen amended offers as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated May 15, 2012].

THAT the Board of Governors approve the Report of the Senate Committee on Awards – Part B [dated May 15, 2012].

THAT the Board of Governors approve one new offer and one amended offer as set out in Appendix A of the Report of the Senate Committee on Awards [dated May 23, 2012].

THAT the Board of Governors approve three new offers as set out in Appendix A of the Report of the Senate Committee on Awards [dated August 8, 2012].

Copy: Shannon Coyston, Academic Specialist

JML/sf




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OF MANITOBA

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Canada R3T 2N2
Tel. (204) 474-9593
Fax (204) 474-7511

MEMORANDUM

DATE: September 26, 2012
TO: David Barnard, President & Vice-Chancellor
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: APPROVAL OF MOTION, BOARD OF GOVERNORS MEETING –
September 25, 2012

At its meeting on **September 25, 2012** the Board of Governors approved the following motion:

THAT the Board of Governors approve the establishment of an Endowed Chair in Immunobiology of Infectious Disease as recommended by Senate on June 20, 2012.

Copy: Joanne Keselman, Vice-President (Academic) & Provost
John Kearsey, Vice-President (External)
Brian Postl, Dean, Faculty of Medicine
Shannon Coyston, Academic Specialist

JML/sf




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Office of the University Secretary

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Fax (204) 474-7511

MEMORANDUM

DATE: September 26, 2012
TO: David Barnard, President & Vice-Chancellor
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: APPROVAL OF MOTION, BOARD OF GOVERNORS MEETING –
September 25, 2012

At its meeting on **September 25, 2012** the Board of Governors approved the following motion:

THAT the Board of Governors approve the establishment of a Professorship in Agricultural Risk Management and Insurance as recommended by Senate on September 5, 2012.

Copy: Michael Benarroch, Dean, Asper School of Business
John Kearsey, Vice-President (External)
Shannon Coyston, Academic Specialist

JML/sf

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 Mary Brabston will be the Speaker for the Executive Committee for the November meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee
Terms of Reference:

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

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

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)

Observation

At its meeting of October 2, 2012, the Senate Committee on Awards reviewed one new offer that appears to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated October 2, 2012).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer, as set out in Appendix A of the *Report of the Senate Committee on Awards- Part B* (dated October 2, 2012).

Respectfully submitted,

Dr. David Kuhn
Chair, Senate Committee on Awards

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

MEETING OF THE SENATE COMMITTEE ON AWARDS

Appendix A October 2, 2012

1. NEW OFFERS

Agrium Inc. Aboriginal Student Bursaries in Agriculture

Agrium Inc. offers products and services that cross the entire agricultural value-chain. As part of their strategy to attract Aboriginal students into the agri-business industry, Agrium Inc. will offer an annual contribution totaling \$4,000 to offer two bursaries of equal value every year beginning in the 2012-2013 academic year. The aim of the bursaries is to encourage and support Aboriginal students pursuing their studies in the field of agriculture. Each year, two bursaries, each valued at \$2,000, will be offered to undergraduate students who:

- (1) are Aboriginal (Status, Non-Status, Métis, Inuit);
- (2) are enrolled as a full-time student in the Faculty of Agricultural and Food Sciences Degree or Diploma Programs at the University of Manitoba;
- (3) have demonstrated financial need on the University of Manitoba general bursary application form.

The selection committee has the discretion to renew the bursary for a maximum of three additional years after it is first awarded if a student continues to meet all of the criteria listed above.

Agrium Inc. will notify the Financial Aid and Awards office at the University of Manitoba by no later than March 31 in any year it wishes to discontinue this award.

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

(Attachments I and II)



UNIVERSITY
OF MANITOBA

Faculty of Agricultural
and Food Sciences

Office of the Dean
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7525

July 10, 2012

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Candace Préjet,
Awards Establishment Coordinator
417 University Centre

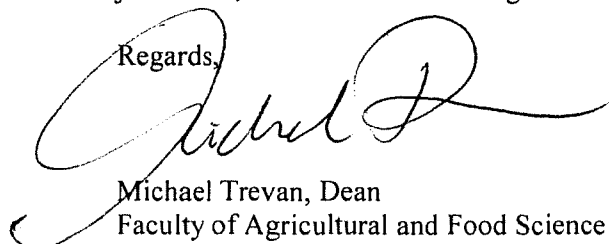
Dear Dr. Hultin:

Agrium Inc., a major agricultural company, would like to provide two bursaries annually for undergraduate Aboriginal Students in the Faculty of Agricultural and Food Sciences. Our Faculty student population currently has about 3.3% aboriginal students, compared to the University average of about 7.7%. Hence we are clearly under-represented compared to the University average and the general Manitoba population (>13%). This situation has been ongoing for many years, based on the Office of Institutional Analysis totals for all of our undergraduate programs (degree and diploma):

Year (Fall)	Number of aboriginal students	Total student population	% aboriginal
2011	15	452	3.3
2010	16	446	3.6
2009	22	449	4.9
2008	12	401	3.0
2007	11	395	2.8

The bursaries will provide an incentive to attract and retain aboriginal students into the field of agricultural and food sciences. Hence, the discriminatory nature of these new bursaries is justifiable, and we welcome this generous contribution from the agricultural industry.

Regards,



Michael Trevan, Dean
Faculty of Agricultural and Food Science

cc Candace Préjet
Brian Amiro





ABORIGINAL STUDENT CENTRE

August 27, 2012

Dr. Phil Hultin
Chair of the Senate Committee on Awards
c/o Ms. Candace Prejet
Awards Establishment Coordinator
422 University Centre

Dear Dr. Hultin & Senate Committee;

Please accept this letter as formal support for the proposed 'Agrium Inc. Aboriginal Student Bursaries in Agriculture' to help support Aboriginal students in the Faculty of Agricultural and Food Sciences who demonstrate financial need.

The number of Aboriginal students attending the University of Manitoba continues to increase and I believe it is partially due to the financial assistance made available through initiatives such as this. The Agrium Inc. Aboriginal Student Bursaries in Agriculture is an example of how industry supports the University of Manitoba and the Aboriginal community, by contributing to areas they feel are important. The number of Aboriginal students in the Faculty of Agriculture is consistently low and these bursaries will assist at least two students per year who wish to continue but require financial assistance to do so.

I trust that the Senate committee will approve this award and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students pursuing a degree/diploma in the Faculty of Agricultural and Food Sciences.

In education, miigwetch!

Kali Storm, Director
Aboriginal Student Centre

Aboriginal Student Centre
45 Curry Place
University of Manitoba
Winnipeg, MB R3T 2N2

Phone: 204-474-8850
Fax: 204-275-3142
E-mail: asc@umanitoba.ca

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Culinary Arts/B.Sc. (HNS) articulation proposal

University of Manitoba-Red River College Articulation for Culinary Arts Students: Degree in B.Sc. (Human Nutritional Sciences)

Introductory Statement

This statement provides important contexts for the Articulation Agreement Proposal.

Development context: The proposal was developed in response to diploma student interest in transitioning to degree opportunities. The proposal was developed in the context of the Memorandum of Understanding signed by the University of Manitoba and Red River College regarding the development of programs that increase student mobility in the province of Manitoba. The Manitoba Government has indicated the need for greater student mobility.

Review process: The proposal was prepared following a rigorous review process of the curriculum and learning experiences in the Culinary Arts program at Red River College. All elements of the Culinary Arts program were evaluated and assessed in the context of the University's academic standards:

The detailed course outlines of every course in the diploma were reviewed. Each course was found to include a theory component and practice- or skills-based content. The lecture contact hours were seen as sufficient in comparison to University courses. The practicum placements were seen as providing adequate academic learning experiences and the hours of practica were seen as offering students ample time for experiential learning. The laboratory components were seen as providing adequate exposure to supplementary research skills and understanding. All of these evaluations were completed using the University's current assessment procedures.

Academic content: Students in the Culinary Arts program gain extensive theoretical and applied knowledge of the food system and specific food categories, including their procurement, distribution, storage, food safety, preparation, marketing, costing, and relationships to health, special dietary requirements, cultural influences and local/global environments. The students also gain theoretical knowledge and extensive applied experience in the food service industry through class laboratories, including those for the operation of the Prairie Lights restaurant at Red River College, and two practicum placements (minimum 400 hours/term) in the local food service industry.

Block transfer: The review process confirmed that content of the diploma courses was structured very differently from the content of the degree courses. It was not possible to make reliable course-to-course content comparisons. This difficulty in matching course content prompted the review committee to consider the use of block transfer credit.

The proposed block transfer credit was seen as appropriate for this proposal because:

1. The extensive practice-based learning in the diploma program adds to the overall academic value of the diploma. Experiential learning is seen as increasing academic value.
2. The experience of completing the diploma has an added learning value beyond the completion of a limited number of diploma courses. Prior Learning is generally recognized in the University.

Hence the Articulation 'Mapping Form' on page 3 should be seen as a guide to the diploma curriculum rather than a mapping of course equivalencies.

The program and experience of the Culinary Arts students combined with the degree requirements in Human Nutritional Sciences (HNS) uniquely positions graduates of the articulation program to address nutrition and health issues within the operation of various food systems and the food service industry.

Conclusion: The Red River College Culinary Arts has been evaluated and graduates of the Culinary Arts program will be granted 60 credit hours of block transfer credit leading to completion of the B.Sc.(HNS). Entry to the B.Sc. (HNS) is based on completion of the entire Culinary Arts program.

University of Manitoba

ARTICULATION AGREEMENT PROPOSAL

Articulation agreements are formal signed bilateral agreements between two institutions that spell out the terms and conditions for recognizing the prior learning of a student at one of the institutions (the 'partner' or 'sending' institution) within the context of a specific program and credential offered by the second institution (the 'receiving institution', in this case the University of Manitoba). Typically, the student earns a credential at the partner institution and is granted guaranteed block transfer credit within a program at UM, usually shortening the path to the credential that is ultimately sought. Often, the first credential is a one-year or two-year certificate or diploma earned at a college with the second credential being a three-year or four-year degree earned at UM.

PROPOSED BY

This form should be completed by the UM Program Link Person (the person with oversight for the proposal--identified in "1" below) and submitted to the relevant Faculty Council for approval. The proposal should be approved by the relevant Faculty Council and then forwarded to the Vice-Provost (Academic Planning and Programs) for processing.

1. **UM Link Person:** _____ Carla Taylor, Ph.D. 09/20/2012
Signature PRINT Date (mm/dd/yyyy)

PROPOSAL

2. **Proposing Faculty:** Faculty of Human Ecology
3. **Department:** Human Nutritional Sciences
4. **UM program to which advanced entry is sought** (Provide approved program name, credential and credential abbreviation):
Department of Human Nutritional Sciences, Faculty of Human Ecology
Bachelor of Sciences (Human Nutritional Sciences), B.Sc. (HNS)
5. **Name and address of partner institution:**
Red River College, B185 – 2055 Notre Dame Ave., Winnipeg, MB R3H 0J9
6. **Name and designation of the Link person from the partner institution proposing the Articulation Agreement** (Include full contact information including phone & email):
John Reimers, Head, Hospitality Department, Red River College, B185 – 2055 Notre Dame Ave., Winnipeg, MB R3H 0J9
Telephone: 204-632-2285; fax: 204-633-3176
7. **Name and designation of person to sign the Articulation Agreement for the partner institution** (Include full contact information including phone & email):
Red River College, B185 – 2055 Notre Dame Ave., Winnipeg, MB R3H 0J9
Telephone: 204-632-2285; fax: 204-633-3176
8. **Numbers of students to be admitted at each intake:** Expected No. [2-3/year]; Maximum No. [5/year].
9. **Start date, number of years for which the agreement is proposed to run:** Start date [01/01 /13]; Period of agreement [10] years.
Start Date: January 1, 2013; Period of agreement – 10 years.
10. **Detail any costs accrued to UM arising from this proposal:**
The Department of Human Nutritional Sciences has an enrollment cap of admitting 90 students per year and thus any students admitted into the "University of Manitoba-Red River College Articulation for Culinary Arts Students: Degree in Human Nutritional Sciences" will be admitted within the existing enrollment cap and take existing courses. Thus, there are no resource implications.
11. **Benefits anticipated from this agreement to the partners and students:**
This agreement will result in a smoother transition for Red River College students in the Culinary Arts program into the Human Nutritional Science degree program at University of Manitoba. The students will receive credit for more courses in the Culinary Arts program than through the current system of course evaluation. The articulation program (60 credit hours from the Culinary Arts program + 60 credit hours at the University of Manitoba) provides a defined course of study for attaining a university degree, and includes courses for areas of emphasis in dietetics preparation, human nutrition or foods. The partners will be promoting this program to current and former Culinary Arts students as an educational opportunity for career development and advancement.
12. **Have any challenges or barriers to this agreement been identified? If so, how will they be ameliorated:**
N/A
13. **Partner program from which advanced entry is sought:**
Culinary Arts Program

14. Is transfer limited to graduates of the above program? [x] YES [] NO.

Students must have graduated from the RRC Culinary Arts program. Students must meet the prerequisite requirements for the university courses with the exceptions that PSYC 1200 and HNSC 2130 will be waived as prerequisites for HNSC 3320, and HNSC 2130 will be waived as a prerequisite for HNSC 4290. Students must meet the high school course requirements for the following courses, or take equivalent university preparation courses in addition to the specified 60 credit hours at the University of Manitoba:

CHEM 1300 – requires Math 40S and Chemistry 40S

STAT 1000 – requires Math 40S

See attached mapping form for mapping of the Partner's course/work requirements to the UMB program.

15. Combined duration of the articulation program, in years, e.g., 4 (UM 2 + Partner 2) yrs.

RRC 2 + U of M 2 years: Students completing the Culinary Arts program at Red River College will receive 60 credit hours towards the B.Sc. (Human Nutritional Sciences) degree program and will complete 60 credit hours of the specified university courses. The 60 credit hours of specified university courses will take longer than 2 academic years to complete due to the Science prerequisites. It is our experience that most if not all the students in the program will be working part time and completing their university studies part time.

16. Is there a co-op requirement/option to the program? [] YES [x] NO.

17. What mechanisms are in place to allow any students on the articulation pathway to complete their studies should the articulation be withdrawn:

The Department would evaluate transfer credits on a course by course basis.

18. Are formal interactions with faculty and students at the partner institution planned in relation to this agreement (*please describe*):

The Red River College Hospitality Department and the Department of Human Nutritional Sciences/Faculty of Human Ecology will collaborate on program information.

19. Will feedback be provided to the partner program about student performance and attainment (*please describe*):

Annual meetings will be held for Human Nutritional Sciences to provide feedback to the Culinary Arts program about student performance and attainment, including numbers enrolled, completion and dropout rates, and to discuss any difficulties related to academic preparation, transition to the university environment, etc. and how any issues might be addressed. The information shared for feedback and during discussion will not violate the privacy of students.

20. Frequency of review of this agreement:

Every 5 years.

Articulation ‘Mapping Form’ – Detailed mapping of the Partner’s course/work experience to the UM program.

UMB Program:			Partner Program: Subject(s) that map to UMB courses.	
Course ID	Course Name	Cr Hrs	Course	Grade Minimum
HNSC 1210	Nutrition for Health and Changing Lifestyles	3	CULI – 1002 Nutrition for Culinary Professionals	B (70%)
HNSC 1200 HNSC 2160	Food: Facts and Fallacies Food Preparation and Preservation	3 3	CULI – 1008 Basic Food Preparation	B (70%)
HNSC 4364	Food Industry Option Practicum	6	WRKE 1016, WKRE 1017 Cooperative Education Preparation (minimum 400 hours /term)	Pass
GMGT 2000	Unallocated credit (As evaluated by The Asper School of Business)	3	B13-H200 Human Behaviour in Organizations B09- A113 Human Resources Management (Culinary)	D (50%) B (70%)
HNSC 2000	Unallocated credit	6	CULI – 1001 Advanced Culinary Skills 1	B (70%)
HNSC 2000	Unallocated credit	3	CULI – 1006 Garde Manger	B (70%)
HNSC 2000	Unallocated credit	6	CULI – 1016 Meat Cutting	B (70%)
HNSC 2000	Unallocated credit	3	CULI – 1018 Restaurant Cooking	B (70%)
HNSC 4140	Quantity Food Production and Management	3	HOSP – 2022 Restaurant Service	B (70%)
HNSC 3000	Unallocated credit	3	CULI – 2004 Canadian Regional and Seasonal Cuisine	B (70%)
HNSC 3000	Unallocated credit	3	CULI – 2014 Menu Development	B (70%)
HNSC 3000	Unallocated credit	3	MGMT – 2092 Inventory Development	B (70%)
HNSC 3000	Unallocated credit	6	CULI – 2002 Advanced Culinary Skills	B (70%)
HNSC 3000	Unallocated credit	6	CULI – 2023 Patisserie 2	B (70%)
	TOTAL CREDIT HOURS	60		

Notes:

- 1) Designating unallocated credit is in accordance with a recent Report to the Senate Committee on Admissions concerning the Transference of External Grades (presented at the ADU meeting on March 6, 2012) which recommended that "When Assigned or General (Unallocated) credit cannot be granted by the appropriate academic unit, or where no equivalent academic unit exists at the University of Manitoba, Unassigned General credit (UNAS) will be awarded for university-level course work, subject to program applicability." (p. 16).
- 2) Equivalence to 60 credits hours in the UM program is reached with the above list of courses. Students in the RRC Culinary Arts program also take CULI-1014 Introduction to Culinary Arts (2 cr hrs), CULI-1022 Patisserie 1 (5 cr hr), CULI-2005 Charcuterie and Buffets (3 cr hrs), and CULI-2015 Kitchen Layout and Design (2 cr hrs).

APPENDIX 1

List of Courses for University Calendar:

University of Manitoba-Red River College Articulation for Culinary Arts Students: Degree in HUMAN NUTRITIONAL SCIENCES

Students completing the Culinary Arts program at Red River College will receive 60 hours credit towards the BSc (Human Nutritional Sciences) degree program and will complete 60 credit hours of the specified university courses.

Required Courses (48-51 credit hours)

CHEM 1300	University I: Structure & Modeling in Chemistry
CHEM 1320	University I: Introduction to Organic Chemistry
CHEM 2770	Elements of Biochemistry I
CHEM 2780	Elements of Biochemistry II
STAT 1000	Basic Statistical Analysis I
STAT 2000	Basic Statistical Analysis II
BIOL 1410	Anatomy of the Human Body <i>or</i> BIOL 1020 Biology: Principles and Themes & BIOL 1030 Biology: Biological Diversity, Functions and Interactions
BIOL 1412	Physiology of the Human Body
HNSC 2150	Composition, Functional, & Nutritional Properties of Foods
HNSC 2140	Basic Principles of Human Nutrition
HNSC 3300	Vitamins and Minerals in Human Health
HNSC 3310	Macronutrients and Human Health
HNSC 3320	Nutrition Education and Dietary Change
HNSC 3330	Ingredient Technology for Designed Foods
HNSC 4290	Food, Nutrition, & Health Policies
HMEC 2000W	Research Methods and Presentation

Courses for Area of Emphasis (6 credit hours from A, B or C)

A. Dietetics Preparation

HNSC 4320 Nutrition Management of Disease States
& choose 3 credit hours from HNSC 4310, HNSC 4340, *or* HNSC 4350

B. Human Nutrition

HNSC 4320 Nutrition Management of Disease States *or* HNSC 4300 Community Nutrition Interventions
& choose 3 credit hours from HNSC 4310, HNSC 4340, *or* HNSC 4350

C. Foods

HNSC 3260 Food Quality Evaluation
HNSC 4540 Functional Foods & Nutraceuticals

Free Electives (3-6 credit hours)

UM – RRC Articulation for Culinary Arts Students

The proposal documents how the degree program will look in conjunction with courses that are transferred from Red River College (RRC). The courses from RRC contribute 60 credit hours toward the total of 120 credit hours of the Human Nutritional Sciences (HNS) degree. In the Articulation agreement, the RRC Culinary Arts program is not equivalent to the first two years of the HNS degree program, but instead fulfills requirements at several different levels. Students will receive transfer credit at all levels of the degree program, and will be required to complete University course work at all levels of the degree program. The Articulation form support sheet also illustrates the placement of the unallocated credits in the university program. The unallocated credits fulfill the electives portion of the degree, and do not replace the nutrition and foods courses taught by the Department of Human Nutritional Sciences.

The proposal was developed to address interest expressed by potential RRC Culinary Arts graduates who want to obtain a degree in a field that recognizes and extends the learning in the Culinary Arts program at Red River College. Every year, at Career Fairs, and other locations, RRC graduates contact the Academic Advisors of the Faculty of Human Ecology for information about transfer of credit and degree possibilities. Approximately 10 years ago, the Faculty began to formalize the practice of assessing transfer credit from the Culinary Arts program, identifying 30 credit hours of transferrable credit, based on the University's then practice of awarding 30 credit hours of credit for 2 years of Red River Diploma programs. No articulation agreement was developed at that time, but we published the list of courses that would receive transfer credit based on direct equivalence versus the prior practice of giving credit on an ad hoc basis.

The Undergraduate Committee of the Department of Human Nutritional Sciences met with representatives of RRC's Culinary Arts program to obtain program and course information over the past two years. Once curriculum documents were obtained, we began the process of evaluating equivalence of the Culinary Arts course work with the HNS program. The model for this proposal is the 2nd degree in Human Nutritional Sciences, as it was developed for students who had completed a previous degree and intended to further their education in a new field; the 2nd degree in Human Nutritional Sciences highlights the essential University of Manitoba courses that are required for the Human Nutritional Sciences degree.

Proposal details/process:

- It is modelled after the 2nd degree in Human Nutritional Sciences, highlighting essential University of Manitoba courses.
- We contacted the I.H. Asper School of Business and the Faculty of Science regarding the equivalence of RRC business and computer science courses offered in the Culinary Arts program.
- Culinary Arts courses that did not have direct equivalence to the Human Nutritional Sciences courses were given unallocated credit in order to allow the articulation agreement to have a 2 + 2 option for students. The process of providing unallocated credit hours is in accordance with a recent Report to the Senate Committee on Admissions concerning the Transference of External Grades (presented at the ADU meeting on March 6, 2012) which recommended that "When Assigned or General (Unallocated) credit cannot be granted by the appropriate academic unit, or where no equivalent academic unit exists at the University of Manitoba, Unassigned General credit (UNAS) will be awarded for university-level course work, subject to program applicability." (p. 16). In the case of the courses assigned unallocated credit, the specific content areas are not taught by the Department of Human Nutritional Sciences but instead will be awarded general credit. Red River Culinary Arts students have highly developed and proficient food service and food product knowledge, which will then be brought to the Faculty of Human Ecology's HNS degree.
- The 60 credit hours from RRC's Culinary Arts provide students with applied aspects of the food system which differs from HNS's program emphasis with its science foundation. HNS does more to integrate the nutritional aspects of food and the relationships between food, nutrition, health and disease. Culinary Arts students will acquire the same theoretical background as HNS students, and at the same stage in program as the HNS students, by taking the designated HNS and supporting sciences courses as defined by the 60 credit hours at UM. The Culinary Arts students will enter the program with substantial practical experience and training and some theoretical background from the Culinary Arts program. The HNS program is designed to expose students to the appropriate theoretical background and applied knowledge as they progress through the program and from 1000 to 4000 level courses.
- The partnership with Red River and the Faculty of Human Ecology provides career preparation for Manitoba residents/students to advance themselves and the food industry in Manitoba.

APPROVALS

PARTNER INSTITUTION APPROVAL (completed by proposing Faculty)

Approved by Partner Institution: _____
Signature PRINT Date (mm/dd/yyyy)

FACULTY REVIEW AND APPROVAL (completed by proposing Faculty)

Approved by Dean, UM Faculty: _____
Signature PRINT Date (mm/dd/yyyy)

Approved by UM Faculty Council: _____
Signature PRINT Date (mm/dd/yyyy)

Proposing Faculty to forward the completed proposal to the Vice-Provost (Academic Planning and Programs)—Electronic and original copies

Received by Vice-Provost (Academic Planning & Programs): _____
Date (mm/dd/yyyy)

SENATE REVIEW AND APPROVAL

Senate Committee on Curriculum & Course Changes Review: _____
Date (mm/dd/yyyy)

Senate Committee on Admissions Review: _____
Date (mm/dd/yyyy)

Senate Planning and Priorities Committee Review (required [] Y/ [] N): _____
Date (mm/dd/yyyy)

Senate Approval: _____
Date (mm/dd/yyyy)

PROVOST REVIEW AND APPROVAL

Approved by Vice-President (Academic) and Provost: _____
Signature Date (mm/dd/yyyy)

Conditions:

Signed Copy Routing (* Action by Provost's Office):

- ☐ Copy to Dean's Office, Proposing UM Faculty
- ☐ Copy to Partner Institution Signatory
- ☐ Copy to Admissions
- ☐ Copy to COPSE

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



Course Outline

Course Information

Course Code and Title:

HOSP-2022: Restaurant Service

Department:

Hospitality

Program:

Culinary Arts

Total Hours:

76 hours

Credit Hours:

4 hours

Course Description:

This course will give you an understanding of the various functions of staff in a dining room. You will learn the attitudes necessary for professional customer service, safety and sanitation procedures, use a Point of Sale system for processing guest orders, as well as the preparations required to provide of quality food and beverage service. The course consists of a theory portion, delivered in 7 weeks, to be followed by the practical portion. Students will perform tableside and wine service in the Prairie Lights Dining Room during Evening Dining.

Prior Learning Assessment and Recognition

☒ This course has PLAR processes established.

Contact Red River College's PLAR Advisor at (204) 632-3094 for information on PLAR processes and opportunities.

Academic Pre-requisites:

None

Course Delivery Methods:

☒ Classroom

☒ Lab

The following communication tools will be used in this course:

- ☒ Email
- ☒ The Learning Manager (TLM)

Course Format

This course combines theory and practical experience in the Prairie Lights Dining Room in order to meet course objectives. Students will acquire knowledge of Safety and Sanitation, Professional Dining Service and Attitudes, and practice their skills while serving guests. Students will also acquire the knowledge and skills to correctly use a Point of Sale system.

Effective Date:

June, 2007

Instructor Information

Instructor's name: Barbara Hogue
Email: bhogue@rrc.mb.ca
Office phone: 632-2262
Office location: CM12
Office hours: Monday 11am -12 pm, Tuesday 11am-12 pm, Wednesday 1-2 pm, Thursday 11am -12 pm, Friday 11am-12 pm

Student Readiness

Technology & Equipment Readiness:

- ☒ Computer Laptops are used to complete course Modules and tests
- ☒ Internet Students have access to supporting course content through The Learning Manager "TLM" at <http://xnet.rrc.mb.ca/hospitalityweb/>

Student Commitments and Contact Times

- ☒ Weekly daytime attendance **Theory classes:** 3 hours weekly of class time. Additional time will be necessary to complete modules and assignments.
Lab time: 6-8 hours daily during assigned group's time in Dining Room

Course Resources

Textbook(s): Canadian Restaurant and Foodservice Association (2005). *Food Safety Code of Practice: For Canada's Foodservice Industry* Toronto, ON: CRFA publication

Siemens, George, *Dining Room Service CD ROM* (2001, revised 2008), Red River College.

Student Learning

Learning Outcomes:

At the end of this course you will be able to...

1. **Use effective communication techniques to serve customers in an efficient and professional manner**
 - Describe the evolution of the restaurant, attributes of successful dining rooms, and components instrumental in creating service excellence
 - Explain the importance of customer satisfaction in the hospitality industry; describe potential negative benefits of unsatisfied customers on restaurants
 - Describe strategies used to probe for potential guest complaints and strategies used to effectively handle guest complaints
 - Describe principles of server at-the-table etiquette, including conversation, mannerisms and posture.
 - Describe a professional, service-oriented attitude for foodservice staff
 - Describe and demonstrate effective communication skills – both verbal and nonverbal
 - Describe the importance of teamwork in a foodservice operation
 - Accommodate guests with special needs
2. **Demonstrate sanitation and safety skills that meet safety guidelines and health codes for a foodservice operation**
 - Explain proper sanitation procedures in a foodservice operation
 - Explain how to work safely in a restaurant
 - Identify standard safety and emergency equipment for a foodservice operation
 - Follow emergency safety procedures
 - Manage the safety of customers with food allergies, intolerances, and sensitivities
3. **Use the POS system to process customer orders accurately and efficiently**
 - Define a POS systems for a foodservice operation
 - Explain the advantages of a POS system
 - Use the POS system accurately and quickly
4. **Apply knowledge of service, food and wine pairings, and prepare for quality customer service**
 - Explain the differences between the various types of service and menus in a foodservice operation
 - Identify the various types of tableware used in a foodservice operation
 - Describe major grape varieties and explain how to pair wine with food.
 - Describe the preparations necessary to prepare for quality customer service in a foodservice operation
5. **Perform quality food and beverage service to ensure a positive dining experience for guests**
 - Describe the opening and closing duties and steps in American service; describe procedures for handling small and large trays properly
 - Use effective telephone manners
 - Seat and greet customers in a friendly, courteous, and efficient manner
 - Take and serve the guests' order using suggestive selling techniques
 - Maintain tables, process checks, and close a section
6. **Serve food and beverages using a combination of French and American service**
 - Serve guests' food using French and American Service
 - Serve wine, liquor, cocktails, special coffees, and beer in a formal dining room

7. Apply College-wide Learning Outcomes in a classroom environment and in a formal dining room while serving guests

- Communicate in written and verbal form to share information with the Instructor, kitchen and students
- Think and solve problems by assessing situations, identifying root cause of problems, and applying creativity and innovation in solving concerns
- Demonstrate positive attitudes and behaviours by:
 - Dealing with people, problems and situations with honesty and integrity
 - Taking care of your personal health and hygiene
 - Showing initiative to perform duties
- Be adaptable through working independently or as part of a team, responding constructively to feedback from Instructor, guests and students
- Work safely, being aware of personal and group health safety practices and procedures, and acting in accordance with these
- Work with others by being: flexible, respectful of differing opinions and viewpoints, contributing to team by sharing information and resolving conflict

Instructional Schedule:

Three hours theory per week, as per student's timetable, Tuesdays, 12 pm – 2 pm and Friday, 12 pm – 1 pm. Practical session in Prairie Lights Restaurant, as per individual group schedules - TBA.

Instructional Schedule:

Week	Topics Covered
1	Course Introduction Module 1
2	Module 1 and 2
3	Module 2, 3 and 4
4	Module 4
5	Wine Tasting Seminar
6	Module 5
7	Final Test

Important Dates

NOTE: The following dates are subject to change based on the needs of the students at the instructor's prerogative. Students will be notified ahead of time of any changes.

Date	Important Information
Tuesday, January 5, 2010	First Class
Monday, February 15 – Friday, February 19, 2010	Reading Week – College Closed
Friday, February 26, 2010	Last Scheduled Class – Final Knowledge Test - TBA
Monday, March 1, 2010	Theory Class – Evening Dining – 8 am – 12 pm

Assessment and Evaluation:

This is a core course therefore the passing grade is 70%.

Assessment methods	Weight
Knowledge Test:	15%
Discussion Questions	10%
Group Assignment	10%
Reflection Paper	10%
CD Rom Beverage Assignment	5%
Module Six Test	5%
Video Assignments	5%
Practical Mark	40%
	100%

Letter Grade Distribution (as per RRC Academic Policy C5)

A+	4.5	90 to 100%
A	4.0	80 to 89%
B+	3.5	75 to 79%
B	3.0	70 to 74%
C+	2.5	65 to 69%
C	2.0	60 to 64%
D	1.0	50 to 59%
F	0.0	0 - 49%

Course Policies:

General Academic Policies

It is the student's responsibility to be familiar with and adhere to the Red River College (RRC) Academic Policies and Procedures. These Policies and Procedures can be found in the RRC calendar or online at <http://www.rrc.mb.ca/academicpolicy/default.htm#>.

Students are responsible for all information and assignments given in class. Should a student be absent, for whatever reason, the student is not relieved of this responsibility.

Late Assignments

Assignments are to be submitted to the instructor by the directed time deadline on the due date. Assignments submitted after this time are considered late and will be penalized 10% per day and will not be accepted after three days. (Each weekend day also counts as one day late.)

Missed Test and Due Dates

Students who miss a test or an assignment due date will not be allowed to take the test (or are subject to late penalties on the assignments) unless the absence can be justified with appropriate documentation, such as a medical certificate. Students who miss a test or assignment due date are responsible for contacting the instructor within one week from the test or due date or immediately upon their return to classes, whichever is soonest. **Students failing to contact their instructor within the appropriate time will forfeit their mark on this assessment.**

Students should be aware that malfunctioning computers regardless of the cause are not valid reasons for missed deadlines or class preparation. It is the responsibility of the student to ensure appropriate measures have been taken to protect their work.

Please discuss computer maintenance and safeguarding your data with the department's Help Desk Educational Assistant to prevent any issues which might arise.

Plagiarism will not be tolerated. Any student plagiarising work will receive a failing grade on the assignment, test, and/or course and will be subject to disciplinary action such as suspension or termination from the program.

Absenteeism, Arriving Late and Leaving Early in Lab situation (Termination from course, Maximum days missed)

Unexcused absence (without proper documentation) will result in the following penalties:

One missed day- student will have 1 mark deducted from the final mark.

Two missed days- 3 marks deducted from the final mark

Three missed days- 7 marks deducted from the final mark

Four missed days- Student must meet with co-op coordinator

Five missed days- student will have missed 25% of lab time, and will receive a failing grade.

Two late arrivals or leaving early from a lab is the equivalent of one unexcused absence.

Date Revised: December 2009

Authorization:

This course is authorized for use by:

Chair, Department Name

Date

All rights reserved. This course outline is the property of Red River College. No part of this outline may be reproduced or used in any form or by any means - graphic, electronic or mechanical, including photocopying, recording or taping, or information

storage and retrieval system - without written consent from the Vice-President of Red River College.

Course Outline

Course Information

Course Code and Title:

CULI-1002: Nutrition for Culinary Professionals

Department:

Hospitality

Program:

Culinary Arts

Total Hours:

48

Credit Hours:

3

Course Description:

This course addresses the relationship between nutrition and health. The focus is on the application of basic nutrition principles to personal health and to planning nutritionally balanced meals for customers. Specific requirements for a variety of special dietary needs are also considered. Students will prepare and assess food products in a food laboratory.

Academic Pre-requisites:

None

Course Equivalencies

None

Course Delivery Methods:

☐ Classroom

☒ Blended

☐ Online

Course Format:

The course will be delivered three hours per week in lecture format. There will be one - two hour laboratory assignment in which students will prepare and assess food products.

Effective Date:

January, 2010

Instructor Information

Instructor's name for first half of semester: Joan Rew

Email: jrew@rrc.mb.ca

Office phone: 632-2285

Office location: B185

Instructor's name for last half of semester: Colleen Rand

Email: crand@wrha.mb.ca

Office phone: 940-8295

Office location: B185

Student Readiness**Technology & Equipment Readiness:**

- ☒ Computer
- ☒ Plug-ins
- ☒ Internet
- ☐ Digital Camera
- ☐ VHS Player
- ☐ DVD Player

Student Commitments and Contact Times

[What expectations do you have of students in terms of time commitments
(Check those which are relevant)]

- ☒ Weekly daytime attendance 3 hours/week as per scheduled class times
see timetable for location
- ☐ Weekly evening attendance
- ☐ Online commitments

Course Resources

Textbook(s):

Drummond, K.E. and Brefere, L.M., *Nutrition for Foodservice and Culinary Professionals*, Seventh Edition, John Wiley and Sons Inc., 2010

References: additional resources are listed in the learning modules (TLM)

Student Learning

Learning Outcomes:

By the end of this course of study, you should be able to:

1. Apply the principles of nutrition to personal eating habits.
2. Understand the role of body weight as it relates to disease prevention and treatment of some chronic diseases.
3. Apply the principles of healthy eating to make food choices
4. Create nutritionally balanced menus.
5. Plan and prepare special diet meals.
6. Interpret and compare information found on food labels to make healthy food choices.
7. Provide menu options for customers with different types of food allergies
8. Assess current nutrition issues.

Instructional Schedule:

Week	Topic	Assignments
1	Course Introduction Principles of Nutrition	Read Module 1
2	Canada's Food Guide	Assess food intake assignment
3	Healthy Body Weights	Read Module 2
4	Healthy Body Weights	
5	Lipids and Carbohydrates	Read module 3
6	Protein	
7	Water, Vitamins and	Group presentations to class

	Minerals	
8	Nutritionally balanced menus	Read Module 4 Modify recipes assignment
9	Diabetes meal planning	Read Module 5
10	Diets to prevent and treat heart disease	
11	Vegetarian diets and Gluten-Free diets	Read Module 6
12	Prepare special diet meals	Food lab practical assignment Group 1
13	Prepare special diet meals	Food lab practical assignment Group 2
14	Food labels	Read Module 7 Labels & Allergies assignment
15	Food Allergies	Read Module 8 Labels & Allergies assignment
16	Current Nutrition issues	Read Module 9 Class presentation of trends

Important Dates

NOTE: The following dates are subject to change based on the needs of the students at the instructor's prerogative. Students will be notified ahead of time of any changes.

Date	Important Information
May 21/10	Food intake assignment due (10%)
May 25/10	Test on Modules 1 and 2 (10%)
June 15/10	Group presentations on Micronutrients (15%)
June 25/10	Test on Module 3 – Macronutrients only (5%)
June 29/10	Modify recipes assignment due (10%)
July 16/10	Test on Modules 4, 5 and 6 (10%)
July 27 /10	Group Project: Food lab practical assignment (date subject to change) (15 %) Food lab written assignment due (10%)
August 10/10	Food labels & allergies assignment* or Trends presentation* due (10 %)
August 20/10	Test on Modules 7 and 8 (5%)

Assessment and Evaluation:

Assessment methods	Weight
Total value of assignments <i>Students may choose one of the two assignments marked with an *</i>	70%
Total value of tests	30%
Total:	100%

Letter Grade Distribution (as per RRC Academic Policy C5)

A+	4.5	90 to 100%
A	4.0	80 to 89%
B+	3.5	75 to 79%
B	3.0	70 to 74%
F	0.0	0 - 69%

Course Policies:

General Academic Policies

It is the student's responsibility to be familiar with and adhere to the Red River College (RRC) Academic Policies and Procedures. These Policies and Procedures can be found in the RRC calendar or online at <http://www.rrc.mb.ca/academicpolicy/default.htm#>.

Students are responsible for all information and assignments given in class. Should a student be absent, for whatever reason, the student is not relieved of this responsibility.

Late Assignments

Assignments are to be submitted to the instructor by the directed time deadline on the due date. Assignments submitted after this time are considered late and will be penalized 10% per day and will not be accepted after three days. (Each weekend day also counts as one day late.)

Missed Test and Due Dates

Students who miss a test or an assignment due date will not be allowed to take the test (or are subject to late penalties on the assignments) unless the absence can be justified with appropriate documentation, such as a medical certificate. Students who miss a test or assignment due date are responsible for contacting the instructor within one week from the test or due date or immediately upon their return to classes, whichever is soonest. **Students failing to contact their instructor within the appropriate time will forfeit their mark on this assessment.**

Students should be aware that malfunctioning computers regardless of the cause are not valid reasons for missed deadlines or class preparation. It is the

responsibility of the student to ensure appropriate measures have been taken to protect their work.

Please discuss computer maintenance and safeguarding your data with the department's Help Desk Educational Assistant to prevent any issues which might arise.

Plagiarism will not be tolerated. Any student plagiarising work will receive a failing grade on the assignment, test, and/or course and will be subject to disciplinary action such as suspension or termination from the program.

This is a core course therefore the passing grade is 70%.

Date Revised: April, 2010

Acknowledgements:

Thanks to Stephen Yurkiw for his dedicated time in developing the LEARN course format.

Authorization:

This course is authorized for use by:

Chair, Department Name

Date

All rights reserved. This course outline is the property of Red River College. No part of this outline may be reproduced or used in any form or by any means - graphic, electronic or mechanical, including photocopying, recording or taping, or information storage and retrieval system - without written consent from the Vice-President of Red River College.

**Report of the Senate Committee on Admissions concerning a Proposal from the Faculty of Human Ecology proposing an articulation agreement with Red River College
(2012.04.16)**

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 of Human Ecology (Department of Human Nutritional Sciences) has proposed an articulation agreement with Red River College (RRC) that would allow graduates of the Culinary Arts program at RRC advanced entry into the Human Nutritional Sciences degree program. This articulation was discussed and approved by the Human Ecology Faculty Council. It was also discussed and approved as part of the April 16th, 2012 SCADM meeting.

Observations:

1. The articulation program (60 credit hours from the Culinary Arts program + 60 credit hours at the University of Manitoba) provides a defined course of study for attaining a university degree, and includes courses for areas of emphasis in dietetics preparation, human nutrition or foods. Because RRC courses will be considered in groupings, students will receive more course credits than they would have under the standard course-by-course equivalency evaluation.
2. To qualify under this articulation agreement:
 - a. Students must have graduated from the Red River College Culinary Arts program.
 - b. Students must meet the pre-requisite requirements for the university courses with the exceptions that PSYC 1200 and HNSC 2130 will be waived as pre-requisites for HNSC 3320, and HNSC 2130 will be waived as a pre-requisite for HNSC 4290.
 - c. Students must meet the high school course requirements for the following courses, or take equivalent university preparation courses in addition to the specified 60 credit hours at the University of Manitoba:

CHEM 1300 – requires Math 40S (Pre-Calculus or Applied) and Chemistry 40S

STAT 1000 – requires Math 40S (Pre-Calculus or Applied)

3. Students completing the Culinary Arts program at Red River College will receive 60 credit hours towards the BSc (Human Nutritional Sciences) degree program and will complete 60 credit hours of the specified university courses. The 60 credit hours of specified university courses will take longer than 2 academic years to complete due to the Science pre-requisites.

Recommendation:

The Senate Committee on Admissions recommends that Senate approve the proposal of the Faculty of Human Ecology introducing an articulation agreement with Red River College to allow students who have completed the Culinary Arts program at Red River College to continue their studies in the Human Nutritional Sciences degree program at the University of Manitoba. This agreement will be in effect as of January 1, 2013 and would be in effect until the 2022 intake, with a review every five years.

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

Report of the Senate Committee on Course and Curriculum Changes RE: Articulation Agreement Proposal, University of Manitoba, Bachelor of Science Degree in Human Nutritional Science – Red River College, Culinary Arts Diploma

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. At its meetings of March 16 and September 13, 2012, the SCCCC considered a proposal for an articulation agreement between the University of Manitoba and Red River College (RRC), for a term of five years beginning in January 2013. The proposed articulation agreement would permit graduates of the Culinary Arts diploma program at RRC to receive advanced standing in a Bachelor of Science degree in Human Nutritional Sciences (B.Sc.(HNS)) the Faculty of Human Ecology.

Observations

1. The objectives of the proposed articulation agreement between the University of Manitoba, Faculty of Human Ecology and Red River College are to: (a) allow for a smoother transition for graduates of the Culinary Arts diploma into the B.Sc.(HNS) degree program and (b) provide career preparation for graduates to advance themselves and the food industry in Manitoba.
2. The articulation agreement would permit graduates of the RRC Culinary Arts diploma who are admitted to the University to receive 60 credit hours of advanced standing toward a B.Sc.(HNS) degree. Students would complete 60 credit hours of the degree program at the University.
3. The RRC Culinary Arts courses for which students would receive advanced standing are not all equivalent to 1000 and 2000 level courses in the B.Sc.(HNS). The RRC courses fulfill requirements at different levels of the degree program. Similarly, courses to be completed at the University, in order to complete the degree requirements, would be from all levels of the program rather than only 3000 and 4000 level courses.
4. The Committee observed that students would require more than two academic years to complete the degree program at the University, as they would have to complete the Science pre-requisites in their first year at the University. The Committee underscored the importance of clearly communicating this to potential applicants to the degree program in recruitment materials and through student advisors.
5. The Committee heard that courses completed within the RRC Culinary Arts diploma would satisfy the University’s written English and mathematics requirements.

6. It is expected that two to three graduates of the Culinary Arts Diploma program would be admitted to the B.Sc.(HNS) degree program each year.
7. The Committee was initially concerned that, because the proposed articulation program does not include required courses in the social sciences, it might jeopardize the accreditation of the dietetics stream within the B.Sc.(HNS) program. The Faculty of Human Ecology has confirmed that the proposed curriculum would not affect the accreditation status of the dietetics stream.
8. The Committee considered whether the proportion of practical skills courses completed in the Culinary Arts program would sufficiently prepare students for the theoretical curriculum of the degree program. The Committee was satisfied that it would, based on (a) the Faculty's indication that Culinary Arts graduates who have previously been granted advanced standing have been successful in the degree program and (b) their assessment that the program of courses to be completed (in both the diploma and degree programs) and the overall experience gained in completing the two programs would be equivalent to completing the entire degree program at the University.
9. The articulation agreement would be reviewed at the end of five years. The report, including data on the performance of these students as a group would be provided to the Committee, for information.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends THAT:

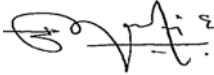
Senate approve the articulation agreement between the University of Manitoba, Faculty of Human Ecology and Red River College concerning advanced standing for graduates of the Culinary Arts Diploma program in the Bachelor of Science degree program in Human Nutritional Science, for a term of five years effective January 1, 2013.

Respectfully submitted,

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

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International) and Chair, Senate Committee on University Research 

DATE: October 9, 2012

SUBJECT: Proposal to establish an Endowed Research Professorship in Pediatric Allergy and Asthma

Attached is the proposal to establish an Endowed Research Professorship in Pediatric Allergy and Asthma. The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), have endorsed this proposal, in accordance with the University's policy on *Chairs and Professorships*.

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

Thank you.

DSJ/nis
Encl.



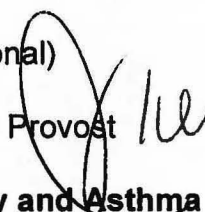
UNIVERSITY
OF MANITOBA

Office of the Vice-President
(Academic) & Provost

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

Date: September 19, 2012

To: Dr. Digvir Jayas, Vice-President (Research and International)

From: Dr. Joanne C. Keselman, Vice-President (Academic) and Provost 

Re: **Endowed Research Professorship in Pediatric Allergy and Asthma**

Dr. Brian Postl, Dean of the Faculty of Medicine, has provided a letter of support for the proposal to establish an endowed research professorship in pediatric allergy and asthma. This professorship aligns with strengths in the departments of pediatrics and child health.

The policy on Chairs and Professorships specifies that:

- (1) the professorship be established consistent with the academic goals and objectives of the University;
- (2) the professorship be partially funded from external sources, rather than University operating funds, and that the funds be sufficient to cover at least 20% of the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the professorship be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts;
- (4) the professorship shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the professorship is not tied to the appointment of a particular individual;
- (6) individuals appointed to the professorship normally shall have the academic qualifications commensurate with an appointment at the rank of Professor; and
- (7) the initial term of the appointment of the professorship shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed professorship in pediatric allergy and asthma satisfies all of the requirements. The funding for the professorship shall be derived from an endowment fund of over \$1,000,000 from various donors who have given gifts in support of the establishment of this professorship.

I am in support of the proposal from Medicine and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and then to the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

cc Dr. Brian Postl, Dean, Faculty of Medicine

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



UNIVERSITY
OF MANITOBA

Faculty of Medicine

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

September 19, 2012

Sent by Email - Joanne_keselman@umanitoba.ca
Original to Follow in Interoffice Mail

Dr. Joanne Keselman
Vice-President (Academic) & Provost
208 Administration Building
Fort Garry Campus
WINNIPEG, Manitoba

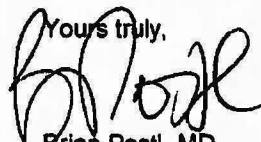
Dear Dr. Keselman:

RE: Application for the Establishment of an Endowed Research Professorship
in Paediatric Allergy and Asthma

The Department of Pediatrics and Child Health, has submitted an application for the establishment of an Endowed Research Professorship in Paediatric Allergy and Asthma at the University of Manitoba. A copy of the document is enclosed.

Various donors have given gifts to support the establishment of this Professorship. There is currently over \$1,000,000 held in an endowment fund for this Professorship.

The Faculty of Medicine supports this endeavour. The establishment of an Endowed Research Professorship in Paediatric Allergy and Asthma will raise the research profile of the Department of Pediatrics and Child Health and the Faculty. The recipient of this Endowed Professorship will provide leadership to the Department's research enterprise.

Yours truly,

Brian Postl, MD
Dean

enclosure

cc: Dr. Janice Ristock

Proposal to Establish a Professorship in Pediatric Allergy and Asthma at the University of Manitoba.

EXECUTIVE SUMMARY/PREAMBLE:

In accordance with the procedures and mechanisms for establishing professorships at the University of Manitoba, the following is presented:

Type of appointment:

Professorship

Name of professorship: Pediatric Allergy, Asthma and the Environment Professor.

Purpose and objectives of the professorship:

This professorship will establish support for an academic clinician-scientist to allow for research, clinical care, and mentorship in Allergy and Asthma and their relationship to the environment in the Department of Pediatrics and Child Health at the University of Manitoba.

Specific objectives include:

- To promote and pursue a program of research focused on asthma and its relationship to allergy and the environment.
- To retain an experienced leader with demonstrated expertise in asthma and allergy research and to work towards the evolution of this Professorship towards an endowed Chair for subsequent recruitment of a mid-career clinician-scientist who could devote their efforts toward this goal.
- To enhance the competitiveness of the University of Manitoba Department of Pediatrics and Child Health nationally and internationally within peer-reviewed funding agencies including the CIHR, NSERC, and NIH.
- To allow for enhanced mentorship of academic clinicians beginning their careers in the area of allergy and clinical immunology.
- The appointment will be at the rank of Professor.
- To pursue research that will lead to a better understanding of gene-environment interactions and ultimately lead to improved health care, prevention, and cure of allergic diseases and asthma.

Relationship to the proposing unit: The Department of Pediatrics and Child Health, Faculty of Medicine at the University of Manitoba has a major academic commitment to achieving the highest levels of excellence in allergy and asthma research. The Department of Pediatrics and Child Health at the University of Manitoba has been recognized as a world leader in areas of asthma management and prevention as well as care for children with allergies and asthma. The Section of Allergy and Clinical

Immunology has a strong established track record with a superb staff including a strong educational component for translational research and care. The Section of Allergy and Clinical Immunology is recognized nationally and internationally for its research, clinical care, and training program.

The Section of Allergy and Clinical Immunology has two full-time Academic Clinicians, three part-time clinician consultants, a Children's Asthma Education Centre, a strong research group with a great deal of trans-disciplinary interaction and a strong training program.

The Section of Allergy and Clinical Immunology is committed to nurturing a staff of excellent academic clinicians and researchers to provide state-of-the-art care with strong leadership in areas of allergy, asthma, and education relating to those areas.

Our research laboratories are extremely active with multi-disciplinary interaction focused on continuing research with three birth cohorts and substantive interaction with the Departments of Immunology, Physiology, the Section of Adult Respiratory, the Faculty of Human Ecology, and the TR laboratories consortium. This interdisciplinary research is funded by substantive operating grants from the Canadian Institutes of Health Research, NSERC, and the Allergen NCE. Our research focuses on understanding of the relationships of allergy, asthma and the environment. We increasingly recognize the importance of the environment beyond simply the built environment and the out-of-door issues of "pollution". The role of nutrition and psycho-social factors are integral to our studies. The role of environmental chemicals is also an area of increased focus for our section. Our birth cohorts include the Canadian Asthma Primary Prevention Study (CAPPS), the 1995 Manitoba birth cohort (the Study of Asthma Genes and the Environment, SAGE) and a new pan-Canadian birth collaborative, the Canadian Healthy Infant Longitudinal Development (CHILD) study (see www.canadianchildstudy.ca).

Over the past few decades the Section of Allergy and Clinical Immunology in the Department of Pediatrics and Child Health at the University of Manitoba has developed an excellent research program. We have attracted millions of dollars from granting agencies and our multiple research findings have appeared in high profile and highly cited journals. Despite this success, the Section of Allergy and Clinical Immunology has had major difficulty in both recruiting and supporting highly trained academic clinician-scientists who are needed to continue the growth of our section, specialty, and our research program as well as, importantly, to provide top quality clinical care for children and their families. Our challenge is to recruit and retain highly qualified personnel. Academic Clinicians are required because of the continuing increase in clinical demands as well as the enormous research potentials.

A Professorship focused on a Clinician Scientist would provide an initial level of support that would allow for recruitment of academic clinicians early in their career and provide the nidus upon which to build a research Chair that has the potential to attract and successfully recruit a highly qualified mid-career clinician-scientist to continue and

expand on the excellence in research and clinical care at the University of Manitoba. Applicants for the chair will hold both an MD and a PhD, and have established a research program funded by national peer review agencies in the field of allergy and related diseases.

Other Provisions:

1. The selection and appointment of an individual to the proposed Professorship shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships
2. The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with the University Policy and Procedures on Chairs and Professorships.
3. The holder of the Professorship will have an appointment to the Department of Pediatrics and Child Health with clinical activity to ensure a clinical profile. Cross-appointment to an appropriate basic science department may also be considered. The Professor will participate in an appropriate amount of teaching activity including graduate and post-graduate medical trainees and graduate students where appropriate.
4. In accordance with University Policy, the annual performance of the professor will be reviewed in the same manner as other faculty members. The Dean of Medicine shall be responsible for initiating and coordinating any reappointment review process and for recommending on reappointment.
5. It is understood that the Professorship would be structured with a five year maximum term with an option of renewal subject to satisfactory performance of the incumbent or transition to a research Chair.

Report of the Senate Committee on Instruction and Evaluation RE: Revised Degree Regulations, B.Sc. in Geological Sciences – Major, Honours, and General Programs

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 20, 2012 to consider three amendments to the degree regulations of the Bachelor of Science in Geological Sciences – Major, Honours, and General Programs, proposed by the Department of Geological Sciences and approved by the Faculty Council, Clayton H. Riddell Faculty of Environment, Earth, and Resources (May 23, 2012).

Observations:

1. The Committee considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources to limit the number of failures permitted in the Bachelor of Science in Geological Sciences – Major and Honours programs to 18 credit hours of “F” grades on courses applied to the degree program (i.e. used in the calculation of the DGPA).
2. The Committee also considered a proposal to limit the number of failures permitted in the Bachelor of Science in Geological Sciences – General program to 30 credit hours of “F” grades on courses applied to the degree program (i.e. used in the calculation of the DGPA).
3. At present, there is no restriction on the number of failed courses permitted in the B.Sc. in Geological Sciences programs, which is inconsistent with other programs offered through the Faculty.
4. The Committee considered a third proposal from the Faculty to manage registration in two courses, GEOL 4920 Technical Report and GEOL 4870 Honours Thesis, by (a) giving lower priority for registration to students who have previously either received a grade in the course or have voluntarily withdrawn from the course and (b) limiting students who have previously received a grade of “F” to one repeat. The Faculty contends that the restrictions are required given the significant resource implications for these courses in terms of staff time and research facilities.
5. The Registrar observed that Aurora has been set up to require students to obtain permission prior to repeating a course. This limitation cannot be extended (in Aurora) to students who have voluntarily withdrawn from a course. It would, therefore, be necessary for the Department of Geological Sciences to interact with every student who requests permission to register in GEOL 4920 and GEOL 4870, in order to enforce a lower priority registration for students who have previously voluntarily

withdrawn. The Faculty noted, in response, that an existing prerequisite for permission of the department head already requires that the Department interact with each student requesting permission to register in these courses.

Recommendations

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve amendments to the degree regulations of the Bachelor of Science in Geological Sciences programs concerning (a) the number of failures permitted for continuation in the programs and (b) registration restrictions for GEOL 4920 Technical Report and GEOL 4870 Honours Thesis, effective September 1, 2013.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.



UNIVERSITY
OF MANITOBA

Clayton H. Riddell Faculty of
Environment, Earth, and Resources

440 Wallace Bldg.
Winnipeg, MB
R3T 2N2
(204) 474-7252
(204) 275-3147

Inter-Departmental Correspondence

DATE: August 23, 2012

TO: Shannon Coyston, Academic Specialist, Office of the University Secretary

FROM: Jason Jorgenson, Student Affairs Coordinator

RE: Undergraduate Curriculum Committee's Proposed Course Changes for the 2013/2014 Academic year. – Senate Committee on Instruction and Evaluation

Attached are the Undergraduate Curriculum Committee's Report of Proposed Course and Program Changes (note - calendar/program changes highlighted in gray in Section 1) put forward and approved by our Faculty Council on May 23rd, 2012. Enclosed are forms and supporting documentation that outline changes to undergraduate courses in the Faculty for the 2013-2014 Academic year.

If you have any questions about any of the enclosed material, please do not hesitate to call me at 7165.

Enc.

**Summary of Proposed Changes:
GEOLOGICAL SCIENCES COURSES AND PROGRAMS
Effective Fall/Winter 2013/14**

1. PROGRAM CHANGES

Rationale and Summary

At present, there is no limit on the number of failed courses for any program offered by the Department of Geological Sciences. This is inconsistent with the practice in many other programs, including programs in the C.H. Riddell Faculty of Environment, Earth, and Resources. The Geological Sciences Undergraduate Curriculum Committee considered whether a limit should be established. The committee examined the regulations of other programs in the C.H. Riddell Faculty of Environment, Earth, and Resources, and regulations of the Faculty of Science and the Faculty of Engineering. Information was also gathered from the Registrar, Neil Marnoch, and Vice-Provost (Academic Planning and Programs), David Collins, in response to an enquiry from the committee chair on the number of times a student may repeat an individual course.

1.1 Limit the number of failures permitted in a Major or Honours program

On April 5, 2012, the Department Council of Geological Sciences passed the following motion:

That 18 credit hours of failed courses (F's), calculated on courses applied to the degree program (DGPA), be set as the maximum number permitted in Honours or Major programs offered by the Department of Geological Sciences.

1.2 Limit the number of failures permitted in the General Geological Sciences program

On April 5, 2012, the Department Council of Geological Sciences passed the following motion:

That 30 credit hours of failed courses (F's), calculated on courses applied to the degree program (DGPA), be set as the maximum number permitted in the General program offered by Geological Sciences.

1.3 Repeating a course three or more times after a grade has been assigned

At present, individual Faculty offices have the authority to define the maximum number of times a student may repeat any particular course. At a minimum the Aurora Student system requires that students see a Faculty student advisor for permission to repeat a course. Many faculties do not restrict the number of times a student may retake a course.

Over the past year, the Department Head of Geological Sciences has been interviewing students who request a third or subsequent repeat of a GEOL course and requiring a written explanation of why they have not been successful in previous attempts and why they will show improvement if another attempt is permitted. The Department then provides the Faculty with a written recommendation, with final decision being made at the Faculty level. **The Faculty has indicated that it is considering placing a limit on the maximum**

number of times that any course offered by the Faculty may be repeated. The Geological Sciences Undergraduate Curriculum Committee recommends that the Faculty continue this review.

1.4 Limiting the number of repeats allowed in specific courses

While overall policy on the number of permitted repeats is controlled at the Faculty level, the Vice Provost indicated that it is possible to set limits on the number of repeats permitted for individual courses, particularly where there are major resource implications for a department. Any restrictions should be as prescriptive as possible and should be included in the general calendar.

Two courses in Geological Sciences have significant resource implications in terms of staff time and research facilities: GEOL 4920 Technical Report and GEOL 4870 Honours Thesis. These courses are critical for providing students in the Department's undergraduate professional programs with research experience, project administrative experience, and technical/scientific writing experience. The financial and time investment per student is necessarily high. The courses involve the time commitment of an individual faculty advisor for each student project as well as the overall duties of a course coordinator for each course. The research projects often involve funding a student's field work and laboratory analyses, and the participation of faculty advisors in the field work. Therefore, the cost of a voluntary withdrawal or failing grade in the course is very high overall – for the student, the faculty advisor, and the Department.

GEOL 4920 Technical Report (for students in the Major programs) and GEOL 4870 Honours Thesis (for students in the Honours programs) are capstone courses. In the courses, students must demonstrate a depth and breadth of knowledge gained cumulatively from previous courses and must display technical, scientific, and communication skills acquired throughout their programs. The professional practice of geoscience in Canada is administered by provincial associations (e.g., APEGM in the case of Manitoba) that are legislated by provincial law to coordinate registration of professional geoscientists. A student's successful completion of GEOL 4920 Technical Report or GEOL 4870 Honours Thesis provides a strong indication of an ability to perform at a professional level, as a registered P. Geo. The Department of Geological Sciences is of the view that successful completion of a Major or Honours degree program should require the successful completion of GEOL 4920 Technical Report or GEOL 4870 Honours Thesis in no more than two attempts.

The Department of Geological Sciences is proposing regulatory and associated procedural changes associated with entry to, and completion of, GEOL 4920 Technical Report and GEOL 4870 Honours Thesis. In support of this procedural change (priority access) and regulation change (limit of one repeat), the Department Council of Geological Sciences passed the following motions on April 5, 2012:

That lower priority for entry to GEOL 4920 Technical Report be given to students who repeat the course after a grade has been assigned or after a voluntary withdrawal

(VW). The course may be repeated only once after a grade of F.

That lower priority for entry to GEOL 4870 Honours Thesis be given to students who repeat the course after a grade has been assigned or after a voluntary withdrawal (VW). The course may be repeated only once after a grade of F.

Lower priority for entry to these courses will be adopted as departmental procedure. Both of the courses require departmental approval prior to registration and approval for entry will henceforth be prioritized as follows:

- i.) For a year in which the number of students wishing to take either course exceeds the optimum number of students per available advisor or other resource limitations, such as computer resources, those students repeating the course after a grade has been assigned or after a VW will be given lower priority for access to the course.
- ii) At all times, those students repeating the course after a grade has been assigned or after a VW will be given lower priority than those taking the course for a first time in the choice of advisors and projects.

8.2 Program Information

The Geological Sciences deal with the history of the Earth and its life, especially that which is recorded in rocks. Different component parts of the Earth system, the *lithosphere*, *biosphere*, *atmosphere* and *hydrosphere*, operate at different length and time scales. During interactions between the spheres there is feedback between the component parts as energy and mass are exchanged, transferred and redistributed. In a geological context, the feedback can occur on a global scale, or on very small scales such as that which we see in minerals. More recently humans have become a major force in this Earth system because we have intervened in many of these exchanges.

Considering the Earth's past, geoscientists typically work with long time scales (in the order of millions to billions of years). We also use Hutton's original philosophy of *uniformitarianism*, stated as *the present is the key to the past*, to solve geological problems. However, as we see changes at the Earth's surface (our environment) occurring on very short time scales we need to learn to extract the signal of human activity from the Earth's pre-human past. Once we understand and quantify the nature and extent of the Earth's natural evolution as well as our more recent environmental impact, geological sciences can help predict future changes to the Earth.

Geology and Geophysics are the sciences that provide the quantitative data on the physical and chemical behaviour and characteristics of Earth materials - rocks, minerals, fluids and gases. These data are needed to model the behaviour of minerals in natural as well as many industrial systems. The theoretical and instrumental expertise needed to tackle many resource extraction, mineral processing and environmental problems is resident in geological science departments. From a broad Earth, environmental and resource perspective our collective future will depend on sustainable use of our Earth's resources and care of the environment.

The three-year General program (comprising of 90 credit hours) in Geological Sciences is designed to give students a basic understanding of the discipline in combination with a concentration of courses in a second subject area. The General Program is not intended for those students who seek a career in the geosciences. Rather, it is a useful consideration for students planning to enter the Bachelor of Education program (see the [Faculty of Education](#) in this calendar) or other programs that require an undergraduate degree for admission. Students intending to pursue a career in the geosciences or graduate study should hold an Honours or Major degree (comprising at least 120 credit hours) in Geology or Geophysics.

Professional Registration

The professional practice of geoscience in Canada is governed by provincial/territorial law and is regulated by professional geoscience associations. In Manitoba, the Association of Professional Engineers and Geoscientists (APEGM) regulates professional practice. The requirements for professional registration are acceptable academic preparation and a subsequent period of acceptable geoscience experience. Students considering professional registration should take the B.Sc. Geological Sciences Honours or Major degree **and** make appropriate course selections, particularly in the basic sciences. Students should consult with the Department of Geological Sciences. Graduates who do not meet the academic requirements may be required by the

professional association to take additional courses or examinations. Current registration information for APEGM is available in the department or from the association's web site: www.apegm.mb.ca

Geological Sciences Prerequisite Information

To fulfil prerequisite requirements, a grade of 'C' must be achieved in any course stipulated as a prerequisite to a further course in Geological Sciences.

8.3 Degree Regulations

8.3.1 B.Sc. in Geological Sciences (Major) Geology or Geophysics

To qualify for the degree, a student must complete a minimum of 120 credit hours with passing grades ('D' or better) in each course and with a minimum degree grade point average of 2.30 as indicated in the Graduation Requirements Table (see [section 8.3.5](#)). Students must complete all Faculty requirements as well as the [University Written English and Mathematics requirement](#) as described in the *Chapter*, [General Academic Regulations](#), in this *Calendar*.

Students admitted to the Major program will normally have completed University 1 requirements, which include six credit hours of courses from the Faculty of Arts, six credit hours of courses from the Faculty of Science and six credit hours from either the Clayton H. Riddell Faculty of Environment, Earth, and Resources, the Faculty of Arts or the Faculty of Science. Students who do not meet this requirement while in University 1 must do so within the Major program.

Minor in Another Department

Students in the B.Sc. Geological Sciences have the opportunity to complete a Minor in a subject field that is different than that of the declared major, and which normally consist of 18 credit hours from a department offering this option at the University of Manitoba. Students in the B.Sc. Geological Sciences are not permitted to complete a Minor in Geological Sciences. The Minor requirements are described in [section 3.2](#) of this *Chapter*. Contact the department and/or a [Riddell Faculty student advisor](#) in the Faculty general office for further information about eligible Minors.

Entrance to the Major

To enter a Major program in Geology or Geophysics, a student must have completed at least 24 credit hours with a minimum Degree Grade Point Average of 2.50 as stipulated in Entrance and Continuation Requirements Table (see [section 8.3.4](#)). In addition, the student must attain the minimum grade requirements specified for individual Year 1 courses according to the program tables for the Major in Geology ([section 8.4](#)) or the Major in Geophysics (see [section 8.5](#)). Students who do not obtain the entrance requirements for the Major program in their first year but who are interested in obtaining the Major degree should consult with the [department](#).

Continuation in the Major

A student's academic performance is assessed first with his/her application for admission to the Riddell Faculty and then following each *term* in which the student is registered. To be in **good standing** and permitted to continue in the degree program, a student must maintain a minimum degree Grade Point Average of 2.30 as stipulated in the Entrance and Continuation Requirements Table ([section 8.3.4](#)). ~~Students are not limited in the number of repeated courses and failures.~~ Students who do not meet the minimum performance requirement will be required to withdraw from the Major program and will be placed in the General program provided their Degree Grade Point Average is 2.00 or above. Students will have the notation 'Required to Withdraw from the Major Program', recorded on their transcript of marks.

If below 2.00, students will be placed on academic warning, probation or academic suspension as outlined in [section 3.14 Academic Warning, Probation and Academic Suspension \(Academic Standing\)](#) in this *Chapter*.

Failed courses: A student is required to repeat those failed courses that are specified as required courses for the program. Students are subject to the University of Manitoba regulations (see [General Academic Regulations, Section 5.1.3 Repeating a Course](#) as described in this *Calendar*) and the [Riddell Faculty degree regulations regarding eligibility to repeat a course](#). Students who need to repeat a course more than once to fulfil degree requirements must contact a [Riddell Faculty student advisor](#) for approval prior to registration. Students cannot exceed 18 credit hours of failed courses (F's) as calculated on courses applicable to the degree program (DGPA).

Repeating GEOL 4920 Technical Report: Lower priority for entry will be given to students repeating GEOL 4920 after a VW or after a grade has been assigned. The course may be repeated only once after a grade of F.

Program approval

The department head (or designate) and a [Riddell Faculty student advisor](#) in the Faculty general office must approve a student's Major program each term. Students must also obtain departmental approval for all revisions to their programs. For departmental approval, please contact [Brenda Miller](#). The [Advanced/Major/Honours Program Approval](#) forms are available on the Riddell Faculty web page. (umanitoba.ca/environment/undergraduate)

Graduation in the Major

In order to graduate from the Geology or Geophysics Major, students must complete all degree program and faculty requirements as stipulated in [section 3](#) and [section 8](#) of this *Chapter*. Students must also achieve the minimum performance requirements as outlined in the Graduation Requirements Table (see [section 8.3.5](#)). This is defined as a minimum Degree Grade Point Average of 2.30 on 120 or 121 credit hours which constitute the degree.

Residence Requirement for Major Students

A student must successfully complete a minimum of 60 credit hours at the University of Manitoba. The courses used to satisfy the requirement must be acceptable for credit in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Residence requirements apply both to first and second-degree students.

Recognition of Academic Merit

Degree with Distinction

To obtain a degree with distinction a student must achieve a minimum 3.50 Degree Grade Point Average on all courses constituting the Major degree. The term 'Degree with Distinction' will appear both on the parchment and on the student's transcript of marks.

8.3.2 B.Sc. in Geological Sciences (Honours) Geology or Geophysics

The Honours programs are the most heavily concentrated programs offered and lead most directly to graduate studies. A student is required to achieve higher grade standards than in the Major degree program. The Honours degree may be pursued on a part-time basis, although it must be recognized that students will require additional terms to complete degree requirements. Students must complete the degree program within 8 years of gaining initial admission to the Honours program. Failure to complete the Honours degree within the 8-year time limit may require a student to transfer into the Major program.

A student will normally begin the Honours program in second year and must meet the entrance requirements set out below. Students in full-time study can expect to complete the prescribed courses in three years beyond the first year of University 1. Honours programs lead to either the B.Sc. Geological Sciences (Hons.) (Geology) or the B.Sc. Geological Sciences (Hons.)(Geophysics).

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

Students must complete the [University Written English and Mathematics requirement](#) as described in the chapter, [General Academic Regulations](#), of this *Calendar*.

Entrance to Honours

To enter the Honours program in Geology or Geophysics, a student must have completed at least 24 credit hours with the minimum Degree Grade Point Average as stipulated in the Entrance and Continuation Requirements Table ([section 8.3.4](#)). In addition, the student must attain the minimum grade requirements specified for individual Year 1 courses according to the program tables for Honours Geology ([section 8.4](#)) or Honours Geophysics ([section 8.5](#)). Students who are ineligible to enter Honours with their admission to the Riddell Faculty may establish eligibility the following year on the basis of their second year of academic performance.

To enter the Honours degree program, a student must complete a program approval form available in the department general office and have it approved by the department head, or designate, and a [Riddell Faculty student advisor](#) in the Faculty general office.

Continuation in Honours

A student's academic performance is assessed first with his/her application for admission to the Riddell Faculty and then following each *term* in which the student is registered. To be in **good standing** and permitted to continue in the degree program, a student must maintain the performance requirement as stipulated in the Entrance and Continuation Requirements Table ([section 8.3.4](#)). ~~Students are not limited in the number of repeated courses and failures.~~ Students who do not meet the minimum performance requirements will be placed on academic warning, probation or academic suspension as outlined in [section 3.14 Academic Warning, Probation and Academic Suspension \(Academic Standing\)](#) in this *Chapter*. Students who do not maintain this minimum average to remain in the program will be required to withdraw from the Honours program and, if eligible, will be placed in the Major program. Students will have the notation 'Required to Withdraw from the Honours Program' recorded on their transcript of marks.

Failed courses: A student is required to repeat those failed courses that are specified as required courses for the program. Students are subject to the University of Manitoba regulations (see [General Academic Regulations, Section 5.1.3 Repeating a Course](#) as described in this *Calendar*) and the [Riddell Faculty degree regulations regarding eligibility to repeat a course](#). Students who need to repeat a course more than once to fulfil degree requirements must contact a [Riddell Faculty student advisor](#) for approval prior to registration. Students cannot exceed 18 credit hours of failed courses (F's) as calculated on courses applicable to the degree program (DGPA).

Repeating GEOL 4870 Honours Thesis: Lower priority for entry will be given to students repeating GEOL 4870 after a VW or after a grade has been assigned. The course may be repeated only once after a grade of F.

Program Approval

The department head (or designate) and a [Riddell Faculty student advisor](#) in the Faculty general office must approve a student's Major program each term. Students must also obtain departmental approval for all revisions to their programs. For departmental approval, please contact [Brenda Miller](#). The [Advanced/Major/Honours Program Approval](#) forms are available on the Riddell Faculty web page. (umanitoba.ca/environment/undergraduate)

Residence Requirement for Honours Students

A student must successfully complete a minimum of 60 credit hours at the University of Manitoba. The courses used to satisfy the requirement must be acceptable for credit in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Residence requirements apply both to first and second-degree students.

Graduation from Honours

In order to graduate from the Honours Geology and Geophysics programs, students must complete all degree program and faculty requirements as stipulated in [section 3](#) and [section 8](#) of this *Chapter*. Students must also achieve the minimum performance requirements as outlined in the Graduation Requirements Table (see [section 8.3.5](#)). This is defined for the Honours Geology program as a minimum Degree Grade Point Average of 3.00 on 120 credit hours which constitute the degree and for Honours Geophysics as a minimum Degree Grade Point Average of 2.80 on the 120 (121) credit hours which constitute the degree.

Recognition of Academic Merit

First Class Honours

To graduate with **First Class Honours**, a student must achieve a Degree Grade Point Average of 3.50. The term 'First Class Honours' will appear both on the parchment and on the student's transcript of marks.

Honours Program Notes:

Double Honours Programs

Double Honours programs may be available. The program must be arranged in consultation with the departments concerned.

Honours Requirements and Options

Students who do not obtain the entrance requirements for the Honours program in their first year but who are interested in obtaining an Honours degree should consult with the department before registering for their second year.

Honours Geology Options

For students who wish to increase the focus of their knowledge, recommended electives are listed below:

Environmental Geoscience: [BIOL 2300](#) (or [AGEC 2370](#)), [CIVL 4250](#), [SOIL 4060](#), [SOIL 4130](#), [SOIL 4500](#), [GEOL 4370](#), [GEOG 3390](#), [ENVR 2180](#) ([BIOL 2380](#) or [AGRI 2180](#)), [ENVR 3110](#), [ENVR 3250](#), or others approved by the department. (Students are responsible for completion of prerequisites for these courses.)

Honours Geophysics Option

Students who wish to enter the Honours Geophysics Option and have not taken 6 credit hours of introductory Geological Sciences (eg., [GEOL 1340](#) and one of [GEOL 1400](#), [GEOL 1410](#), or [GEOL 1420](#)) may arrange with the department to make up this credit. Students must contact the

department during the spring preceding entrance to the Honours program. All course choices in the Honours program should be made after consultation with the coordinator of the Geophysics program

8.3.3 B.Sc. in Geological Sciences (General)

Degree Program Structure

- A Geological Sciences component consisting of a minimum of 30 credit hours.
- A Minor of 18 credit hours (minimum) in a different department or an interdisciplinary program. e.g. in the Clayton H. Riddell Faculty of Environment, Earth, and Resources, or the Faculty of Arts, or the Faculty of Science. The Minor requirements are described in [section 3.2](#) of this *Chapter*. Contact the department and/or a Riddell Faculty [student advisor](#) in the Faculty general office for further information about eligible Minors.
- Students will normally have completed University 1 requirements, which include 6 credit hours from the Faculty of Arts, 6 credit hours from the Faculty of Science. Students who have not met these requirements while in University 1, must meet the requirements prior to graduation.

Entrance to the General

To be admitted to the General program, a student must have completed at least 24 credit hours with a minimum Cumulative Grade Point Average of 2.00. In addition, a student must have completed [GEOL 1340](#) with the grade of 'C'. Refer to [Section 8.6](#) for further program requirements.

Continuation in the General

A student's academic performance is assessed first with his/her application for admission to the Riddell Faculty and then following each term in which the student is registered. To be in good standing and permitted to continue in the degree program, a student must maintain a minimum Degree Grade Point Average of 2.00 as stipulated in the Entrance and Continuation Requirements Table ([section 8.3.4](#)). ~~Students are not limited in the number of repeated courses and failures.~~ Students who do not meet the minimum performance requirement will be placed on academic warning, probation or academic suspension as outlined in [section 3.14 Academic Warning, Probation and Academic Suspension \(Academic Standing\)](#) in this *Chapter*.

Failed courses: A student is required to repeat those failed courses that are specified as required courses for the program. Students are subject to the University of Manitoba regulations (see [General Academic Regulations, Repeating a Course](#) as described in this *Calendar*) and the [Riddell Faculty degree regulations regarding eligibility to repeat a course](#). Students who need to repeat a course more than once to fulfil degree requirements must contact a [Riddell Faculty student advisor](#) for approval prior to registration. Students cannot exceed 30 credit hours of failed courses (F's) as calculated on courses applicable to the degree program (DGPA).

Graduation in the General

To qualify for the degree, students must complete 90 credit hours, inclusive of Geological Sciences courses, a minor in a second department or program, and any University 1 requirements. Minimum performance requirements include passing grades ("D" or better) in each course, a minimum degree grade point average of 2.00 in Geological Sciences courses, and an overall degree grade point average of 2.00 on the 90 credit hours which constitute the degree. Note: Where a Geological Sciences course listed in the calendar has required prerequisites, a student must hold a minimum grade of "C" in each prerequisite course.

Residence Requirement for General Students

Students must complete a total of 48 credit hours at the University of Manitoba, or they must complete their final 30 credit hours at the University of Manitoba in order to satisfy the residency requirement. The courses used to satisfy the requirement must be acceptable for credit in the Clayton H. Riddell Faculty of Environment, Earth, and Resources.

Recognition of Academic Merit

Degree with Distinction

To obtain a degree with distinction, a student must achieve a minimum 3.50 Degree Grade Point Average on all courses constituting the General degree. The term 'Degree with Distinction' will appear both on the parchment and on the student's transcript of marks.

8.3.4 Geological Sciences Entrance and Continuation Requirements		
	Minimum Degree Grade Point Average	
Degree Program	<u>Entrance</u>	<u>Continuation</u>
Major (Geology)	2.50 ¹	2.30 ¹
Major (Geophysics)	2.50 ¹	2.30 ¹
Honours (Geology)	3.00 ¹	3.00 ¹
Honours (Geophysics)	2.80 ¹	2.80 ¹
General (Geological Sciences)	2.00 ¹	2.00 ¹
Notes: ¹ In addition to the minimum degree grade point average noted in this chart, specific courses (with minimum grades) are required for entry and these are noted in the program chart for each program.		

Report of the Senate Committee on Instruction and Evaluation RE: Direct Entry Procedures and Policy, Clayton H. Riddell Faculty of Environment, Earth, and Resources

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 20, 2012 to consider a proposal to establish the Riddell Faculty Direct Entry Procedures and Policy, as approved by the Faculty Council of the Clayton H. Riddell Faculty of Environment, Earth, and Resources (October 1, 2012).

Observations:

1. The Committee considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources to establish: (a) procedures by which students admitted to the Faculty via the Direct Entry admission category would, in the Fall term following admission, select a degree program after meeting with a student advisor and (b) a policy that would permit the Faculty to register students, who neglected to identify a program of choice by the end of the Fall term, in the B.A. Geography (General) program.
2. Students would be required to select a program upon admission, as the Faculty of Environment, Earth, and Resources does not have a first year curriculum that is common to all degree programs offered by departments in the Faculty.
3. The Faculty proposes to register students in the B.A. Geography (General) program, when they fail to make a program selection in the first term, as it is relatively easy to transfer students out of this program and into another should a student subsequently choose a different program.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the establishment of the Riddell Faculty Direct Entry Procedures and Policy, effective September 1, 2013.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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

RIDDELL FACULTY DIRECT ENTRY PROCEDURES & POLICY

To come into effect for September 2013

Students who have been admitted to the Clayton H. Riddell Faculty of Environment, Earth, and Resources via Direct Entry (DE) admissions category must select a degree program as per the procedure outlined below. Entry requirements for specific Riddell Faculty programs that apply to University 1 and transfer students from other Faculties do not apply to DE students. Continuance requirements do apply to all students, regardless of their method of entry into Riddell Faculty programs.

Procedure upon Admission:

1. All DE admitted students meet with a Faculty student advisor in their first term, ideally before November 1, in order to discuss degree options and make program plans.
2. All DE admitted students select a degree program, within the Faculty or another program of their choice, by the end of the Fall term/before the end of term assessment period in January.
3. Should a DE admitted student not meet advisors / not select a program by the end of Fall term, the following DE Admission Policy will come into effect:

DE Admission Policy

Students admitted to the Riddell Faculty of Environment, Earth, and Resources normally will meet with Faculty student advisors early in their first term to identify and plan their undergraduate program. When this does not occur, the following actions will be taken.

DE students who:

- 1) Do not decide on an undergraduate program by November 1 will have their registration put on hold. They will be notified by mail and email of this and the need to meet with a student advisor right away, in order to identify their program of choice and to develop their program plan.
- 2) Do not decide on an undergraduate program by the time of the end of the Fall term will be moved into the B.A. Geography (General) program. They will be notified by mail and email of this placement, and the need to meet with a student advisor right away should this not be their program of choice. Students who indicate their intent to pursue a program in the Riddell Faculty will subsequently be moved into that program from the B.A. Geography (General). Students who indicate their intent to pursue a program offered outside of the Riddell Faculty must file a formal application for admission to enter the Faculty and program of their choice.

September 20, 2012

Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy: Supplemental Examinations

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 20, 2012 to consider a proposal from the Faculty of Medicine to establish a policy on Supplemental Examinations, as approved by its Faculty Executive Council, June 2012.

Observations:

1. The purpose of the Faculty of Medicine policy on Supplemental Examinations is to set out the process for students in the Undergraduate Medical Education (UGME) program, who have failed a course or clerkship, to complete a supplemental examination.
2. Students will automatically be given an opportunity to write a supplemental examination for a failed Block Examination, NBME Examination, or OSCE Examination (including CCE examinations), provided that they have not exceeded the maximum number of failures, as set out in section 3.1 of the policy.
3. The proposed policy formalizes current practices in the Faculty.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the establishment of the Faculty of Medicine Policy on Supplemental Examinations, effective upon approval.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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

Date: July 4, 2012
To: Jeff LeClerc
From: Barry Cohen
Re: Supplemental Examinations Policy for Approval

Background: Rules and regulations regarding eligibility for supplemental examinations had been spelled out in the University of Manitoba Faculty of Medicine Calendar, but had never been specifically articulated as a policy document. Hence, the creation of this document. [Identify need for this policy, whether is a new policy or revisions to existing policy, alignment with Faculty of Medicine and University of Manitoba strategic priorities, consistency with other policies/applicable regulations/accreditation standards, and other pertinent information]

Purpose: The Faculty of Medicine requires that students must pass all courses and clerkships, in order to demonstrate knowledge of the material covered. As such, students who fail courses/clerkships must write supplemental examinations. [advise, at a high level, the need for the policy, intent and purpose it is to serve. If revisions, advise generally as to type of revisions/sections revised]

Evidence of Best Practice: The University of Manitoba Examination Regulations document was used as a guide for the creation of this document. [if applicable, advise whether other jurisdictions were researched, other policies from other Universities reviewed, etc.]

Consultation Process: As with all policy and procedure documents, this document was vetted through a variety of committees, including: Committees of Evaluation, Progress Committee, and Faculty Executive Council. [advise of key stakeholders/committees that were consulted, and if issues were identified during the process, were they successfully resolved]

Communication and Implementation Plan: Students are informed of this policy and procedures document at the beginning of each course of study, and at the beginning of clerkship. Also, at the beginning of each academic year, each class of students receives a complete listing of existing, new, and revised policy and procedure documents, with reference to the Policy and Procedures webpage of the Undergraduate Medical Education website. [outline the education plan for staff/students, as applicable, to learn and implement the policy, and the communication plan for the policy, including where it will reside (on website, etc.)]

Proposed Review Date: June 2014 [advise the time frame for revisiting the policy to ensure still best practice and compliance with the policy – range of one to five years]

Faculty of Medicine Policy

Policy Name:	Supplemental Examinations
Application/ Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	
Review Date:	June 2011; June 2014;
Revised (Date):	10 Oct 2012;
Approved By:	Faculty Executive Council

1. **PURPOSE**

To provide the Faculty of Medicine specific processes for students to complete a rewrite of a failed examination that complements extant University of Manitoba Examination Regulations.

2. **DEFINITIONS**

- 2.1 Block Examination – a set of multiple choice and/or short answer examinations at the end of a unit of work at the Pre-Clerkship level of the Undergraduate Medical Education Program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.2 NBME Examination – a multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.3 OSCE-type Examination – an Objective Structured Clinical *Examination* used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.4 Clerkship – Year III and Year IV of the UGME program.
- 2.5 Supplemental Examination – an opportunity to rewrite an examination that was failed.
- 2.6 Remediation - the provision of additional support and identification of educational resources by the faculty, followed by an evaluation, to a student who has not demonstrated the required level of competence on a Block examination, NBME examination, OSCE-Type Examination or FITER. The type of remediation experience a student undertakes varies depending upon the specific type of failure. These experiences range from directed extra reading/study to the repetition of a rotation (the repeated rotation is known as a remedial rotation). Failure of the examination and/or FITER after a remediation experience carries significant consequences for the student.

- 2.7 A set period to review specific academic work under specified conditions for writing a supplemental examination.
- 2.8 Working day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. **POLICY STATEMENTS**

- 3.1 In accordance with the Promotion and Failure Policy, a student is eligible to write supplemental examination under the following conditions:
- Year I – Failure in up to two block examinations.
 - Year II – Failure in up to two examinations, whether block examinations or OSCE.
 - Clerkship:
 - Failure in up to two NBME subject examinations for the same subject.
 - Failure in up to four NBME examinations provided there are no more than two failures in the same subject.
 - CCE.
- 3.2 At the Pre-Clerkship level, where the schedule permits, all deferred examinations are completed before a student can write one or more Supplemental Examinations.
- 3.3 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME Examinations before any Supplemental NBME Examinations are written.
- 3.4 At the Pre-Clerkship level, if a student is eligible for more than one Supplemental Examination in an academic year and fails the first Supplemental Examination, the student will not be eligible to write the second Supplemental Examination.
- 3.5 Supplemental Examinations will cover material from the entire block or clinical rotation.
- 3.6 The format of Supplemental Block Examinations, NBME Examinations, Year II OSCE, and CCE will be the same as the original examinations.
- 3.7 In general, Supplemental Examinations at the Pre-Clerkship level will take place in the summer following remediation as stated in the Remediation Policy.
- 3.8 Supplemental CCE Examinations will take place during the elective period of Year IV following Remediation as stated in the Remediation Policy.
- 3.9 A student can write a Supplemental NBME Examination after a failure in that NBME subject examination on a date pre-defined by the Evaluation Unit in the UGME office.
- 3.10 A student who participates in a Supplemental Examination must follow the requirements of the Examination Conduct Policy and Invigilation of Examinations Policy.

4. **PROCEDURES**

Pre-Clerkship

- 4.1 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations will maintain a list of students approved for deferred examinations and will work with Director, Evaluation, the Chair of the relevant Committee of Evaluation, and Director, Remediation to ensure the deferred examinations are written before Supplemental Examinations as outlined in the policy statements.
- 4.2 At the end of the academic year, the Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations, works with the Director of Remediation and Coordinator, OSCE-type Examinations to decide on the dates for remediation and supplemental examinations.
- 4.3 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations provides each student writing supplemental examination(s) the schedule for remediation and supplemental examination(s) within three working days of the decision. A copy of this information is sent to the Associate Dean, Students.
- 4.4 The student participates in the supplemental examination(s) on the specified date(s).
- 4.5 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations communicate the results to the student within seven working days of writing the supplemental examination.
- 4.6 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations sends a listing of students who wrote the supplemental examination(s) and who:
- Successfully completed the examination(s) and,
 - Failed the examination(s);

to the Administrator, Admissions and Enrolment Services, the Associate Dean, UGME, Associate Dean, Students, or designate, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship within three working days of release of the results to the student.

Clerkship

- 4.7 The Administrator, Clerkship Evaluation will maintain a list of students approved for deferred NBME examinations and will work with Director, Evaluation, the Chair of the relevant Committee of Evaluation, and Director, Remediation to ensure the deferred examinations are written before Supplemental Examinations as outlined in the policy statements.
- 4.8 The Administrator, Clerkship Evaluation informs the student of his or her eligibility to write a supplemental NBME subject examination in accordance with the pre-defined schedule (See Appendix 1). A copy of this information is sent to the Associate Dean, Students or designate.
- 4.9 The students participate in the supplemental NBME subject examination(s) on the specified date(s).
- 4.10 The Administrator, Clerkship Evaluation communicates the results to the student within three working days of receipt of the results from the NBME.
- 4.11 The Administrator, Clerkship Evaluation sends a listing of students who wrote the supplemental examination(s) and who
- Successfully completed the examination(s) and,
 - Failed the examination(s);

to the Associate Dean, UGME, Associate Dean, Students or designate and Director, Remediation (in case of a second failure in the same subject).

- 4.12 The Administrator, Clerkship Evaluation informs the student of the date on which to write the supplemental CCE. A copy of this information is sent to the Associate Dean, Students or designate.
- 4.13 The student participates in the supplemental CCE on the specified date.
- 4.14 The Administrator, Clerkship Evaluation communicates the results to the student within three weeks.
- 4.15 The Administrator, Clerkship Evaluation sends a listing of students who wrote the supplemental CCE and who:
 - Successfully completed the CCE and,
 - Failed the CCE;

to the Administrator, Admissions and Enrolment Services, Associate Dean, UGME and Associate Dean, Students within 3 working days of release of results to the student.

5. **REFERENCES**

- 5.1 [UGME Policy & Procedures – Promotion and Failure](#)
- 5.2 [UGME Policy & Procedures – Deferred Examinations](#)
- 5.3 [UGME Policy & Procedures – Examination Conduct](#)
- 5.4 [UGME Policy & Procedures – Invigilation of Examinations](#)
- 5.5 [UGME Policy & Procedures – Remediation](#)
- 5.6 [UGME Policy & Procedures – Examination Results](#)
- 5.7 [UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

6. **POLICY CONTACT**

Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations
Administrator, Clerkship Evaluation

Faculty of Medicine Policy

Policy Name:	Supplemental Examinations
Application/ Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	
Review Date:	June 2011; June 2014;
Revised (Date):	10 Oct 2012;
Approved By:	Faculty Executive Council

1. **PURPOSE**

To provide the Faculty of Medicine specific processes for students to complete a rewrite of a failed examination that complements extant University of Manitoba Examination Regulations.

2. **DEFINITIONS**

- 2.1 Block Examination – a set of multiple choice and/or short answer examinations at the end of a unit of work at the Pre-Clerkship level of the Undergraduate Medical Education Program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.2 NBME Examination – a multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.3 OSCE-type Examination – an Objective Structured Clinical *Examination* used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.4 Clerkship – Year III and Year IV of the UGME program.
- 2.5 Supplemental Examination – an opportunity to rewrite an examination that was failed.
- 2.6 Remediation - the provision of additional support and identification of educational resources by the faculty, followed by an evaluation, to a student who has not demonstrated the required level of competence on a Block examination, NBME examination, OSCE-Type Examination or FITER. The type of remediation experience a student undertakes varies depending upon the specific type of failure. These experiences range from directed extra reading/study to the repetition of a rotation (the repeated rotation is known as a remedial rotation). Failure of the examination and/or FITER after a remediation experience carries significant consequences for the student.

- 2.7 A set period to review specific academic work under specified conditions for writing a supplemental examination.

~~2.8 Working day – a day the University of Manitoba is open for business.~~

2.8 Working day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. **POLICY STATEMENTS**

- 3.1 In accordance with the Promotion and Failure Policy, a student is eligible to write supplemental examination under the following conditions:
- Year I – Failure in up to two block examinations.
 - Year II – Failure in up to two examinations, whether block examinations or OSCE.
 - Clerkship:
 - Failure in up to two NBME subject examinations for the same subject.
 - Failure in up to four NBME examinations provided there are no more than two failures in the same subject.
 - CCE.
- 3.2 At the Pre-Clerkship level, where the schedule permits, all deferred examinations are completed before a student can write one or more Supplemental Examinations.
- 3.3 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME Examinations before any Supplemental NBME Examinations are written.
- 3.4 At the Pre-Clerkship level, if a student is eligible for more than one Supplemental Examination in an academic year and fails the first Supplemental Examination, the student will not be eligible to write the second Supplemental Examination.
- 3.5 Supplemental Examinations will cover material from the entire block or clinical rotation.
- 3.6 The format of Supplemental Block Examinations, NBME Examinations, Year II OSCE, and CCE will be the same as the original examinations.
- 3.7 In general, Supplemental Examinations at the Pre-Clerkship level will take place in the summer following remediation as stated in the Remediation Policy.
- 3.8 Supplemental CCE Examinations will take place during the elective period of Year IV following Remediation as stated in the Remediation Policy.
- 3.9 A student can write a Supplemental NBME Examination after a failure in that NBME subject examination on a date pre-defined by the Evaluation Unit in the UGME office.
- 3.10 A student who participates in a Supplemental Examination must follow the requirements of the Examination Conduct Policy and Invigilation of Examinations Policy.

4. **PROCEDURES**

Pre-Clerkship

- 4.1 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations will maintain a list of students approved for deferred examinations and will work with Director, Evaluation, the Chair of the relevant Committee of Evaluation, and Director, Remediation to ensure the deferred examinations are written before Supplemental Examinations as outlined in the policy statements.
- 4.2 At the end of the academic year, the Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations, works with the Director of Remediation and Coordinator, OSCE-type Examinations to decide on the dates for remediation and supplemental examinations.
- 4.3 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations provides each student writing supplemental examination(s) the schedule for remediation and supplemental examination(s) within three working days of the decision. A copy of this information is sent to the Associate Dean, Students.
- 4.4 The student participates in the supplemental examination(s) on the specified date(s).
- 4.5 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations communicate the results to the student within seven working days of writing the supplemental examination.
- 4.6 The Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations sends a listing of students who wrote the supplemental examination(s) and who:
- Successfully completed the examination(s) and,
 - Failed the examination(s);

to the Administrator, Admissions and Enrolment Services, the Associate Dean, UGME, Associate Dean, Students, or designate, Administrator, Pre-Clerkship, and in case of Year II students to Administrator, Clerkship within three working days of release of the results to the student.

Clerkship

- 4.7 The Administrator, Clerkship Evaluation will maintain a list of students approved for deferred NBME examinations and will work with Director, Evaluation, the Chair of the relevant Committee of Evaluation, and Director, Remediation to ensure the deferred examinations are written before Supplemental Examinations as outlined in the policy statements.
- 4.8 The Administrator, Clerkship Evaluation informs the student of his or her eligibility to write a supplemental NBME subject examination in accordance with the pre-defined schedule (See Appendix 1). A copy of this information is sent to the Associate Dean, Students or designate.
- 4.9 The students participate in the supplemental NBME subject examination(s) on the specified date(s).
- 4.10 The Administrator, Clerkship Evaluation communicates the results to the student within three working days of receipt of the results from the NBME.
- 4.11 The Administrator, Clerkship Evaluation sends a listing of students who wrote the supplemental examination(s) and who
- Successfully completed the examination(s) and,
 - Failed the examination(s);

to the Associate Dean, UGME, Associate Dean, Students or designate and Director, Remediation (in case of a second failure in the same subject).

- 4.12 The Administrator, Clerkship Evaluation informs the student of the date on which to write the supplemental CCE. A copy of this information is sent to the Associate Dean, Students or designate.
- 4.13 The student participates in the supplemental CCE on the specified date.
- 4.14 The Administrator, Clerkship Evaluation communicates the results to the student within three weeks.
- 4.15 The Administrator, Clerkship Evaluation sends a listing of students who wrote the supplemental CCE and who:
- Successfully completed the CCE and,
 - Failed the CCE;

to the Administrator, Admissions and Enrolment Services, Associate Dean, UGME and Associate Dean, Students within 3 working days of release of results to the student.

5. **REFERENCES**

[5.1 UGME Policy & Procedures – Promotion and Failure](#)

[5.2 UGME Policy & Procedures – Deferred Examinations](#)

[5.3 UGME Policy & Procedures – Examination Conduct](#)

[5.4 UGME Policy & Procedures – Invigilation of Examinations](#)

[5.5 UGME Policy & Procedures – Remediation](#)

[5.6 UGME Policy & Procedures – Examination Results](#)

[5.7 UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)

[5.8 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

6. **POLICY CONTACT**

Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations
Administrator, Clerkship Evaluation

Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy: Deferred Examinations

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 20, 2012 to consider a proposal from the Faculty of Medicine to establish a policy on Deferred Examinations, as approved by its Faculty Executive Council, June 2012.

Observations:

1. The purpose of the Faculty of Medicine policy on Deferred Examinations is to establish formal processes for responding to students' requests for deferred examinations and to define circumstances under which students would be eligible for a deferred examination. The policy would apply to students in the Undergraduate Medical Education (UGME) program.
2. Students would be eligible to apply for a deferred examination where emergency circumstances, including but not limited to those set out in section 2.11, participation in a Canadian Interuniversity Sports event, or a religious holiday precludes a student from writing an examination at the scheduled time.
3. The Committee observed that, although the Faculty of Medicine policy on Deferred Examinations requires that students be prepared to write a deferred examination within 10 days of a missed examination, it differs from University policy on Examination Regulations (section 2.2.6 (f)) in that it does not stipulate that a deferred examination must be scheduled within 30 working days of the missed examination. The SCIE determined that the divergence between the two policies is appropriate, given that it is not always possible for the Faculty to schedule deferred examinations within 30 days. In the case of National Board of Medical Education (NBME) Examinations, for example, the Faculty must make arrangements with that agency to secure another controlled examination, and in the case of Objective Structured Clinical Examinations (OSCE) type Examinations, it is necessary to find a time when the student, preceptor, an invigilator, and simulation facility are all available.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the establishment of the Faculty of Medicine Policy on Deferred Examinations, effective upon approval.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Date: July 4, 2012
To: Jeff LeClerc
From: Barry Cohen
Re: Deferred Examination Policy for Approval

Background: In the past, the Undergraduate Medical Education Program (UGME) did not have a formal policy governing deferred examinations. Instead, an informal, highly discretionary approach was taken when it came to determining eligibility for examination deferral, defining timeframes for deferral, etc. This policy rectifies this situation. [Identify need for this policy, whether is a new policy or revisions to existing policy, alignment with Faculty of Medicine and University of Manitoba strategic priorities, consistency with other policies/applicable regulations/accreditation standards, and other pertinent information]

Purpose: It is understood by the faculty that life situations (for example, serious illness, bereavement) may interrupt a student's course of study. In turn, such situations may necessitate the postponement of examinations. This policy governs this process. [advise, at a high level, the need for the policy, intent and purpose it is to serve. If revisions, advise generally as to type of revisions/sections revised]

Evidence of Best Practice: Not applicable. [if applicable, advise whether other jurisdictions were researched, other policies from other Universities reviewed, etc.]

Consultation Process: As with all policy and procedure documents, this document was vetted through a variety of committees, including: Committees of Evaluation, Progress Committee, and Faculty Executive Council. [advise of key stakeholders/committees that were consulted, and if issues were identified during the process, were they successfully resolved]

Communication and Implementation Plan: Students are informed of this policy and procedures document at the beginning of each course of study, and at the beginning of clerkship. Also, at the beginning of each academic year, each class of students receives a complete listing of existing, new, and revised policy and procedure documents, with reference to the Policy & Procedures webpage of the Undergraduate Medical Education website. [outline the education plan for staff/students, as applicable, to learn and implement the policy, and the communication plan for the policy, including where it will reside (on website, etc.)]

Proposed Review Date: June 2014 [advise the time frame for revisiting the policy to ensure still best practice and compliance with the policy – range of one to five years]

Faculty of Medicine Policy

Policy Name:	Deferred Examination
Application/ Scope:	Year I to Year IV Undergraduate Medical Education Students
Approved (Date):	
Review Date:	June 2014;
Revised (Date):	September 2011; June 2012; October 2012
Approved By:	Faculty Executive Council

1. **PURPOSE**

To provide the Faculty of Medicine specific processes to address student requests for examination deferral that complements the University of Manitoba Examination Regulations.

2. **DEFINITIONS**

- 2.1 Block Examination – a set of multiple choice and/or short answer examinations at the end of a unit of work at the Pre-Clerkship level of the Undergraduate Medical Education Program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.2 NBME Examination – a multiple choice examination developed by the National Board of Medical Examiners that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.3 OSCE-type Examination – an Objective Structured Clinical *Examination* used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE type examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.4 Deferred Examination – an approved delay in writing a summative examination.
- 2.5 Summative Examination (hereafter referred to as Examination) – Block, NBME, OSCE-type Examination of which the primary purpose is to determine the extent to which the stated learning objectives have been met.
- 2.6 Supplemental Examination – An opportunity to rewrite an examination that was failed.
- 2.7 Mid-term Examination - a summative multiple choice examination conducted at the midpoint of Block 1.

- 2.8 Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.
- 2.9 Supporting Documentation – medical certificate from a licensed practitioner that states the student is unfit to sit the examination on the scheduled date; documentation from registered practitioner of another professional body, such as a psychologist or a social worker which states the student is unfit to sit the examination on the scheduled date; death notice or death certificate; police report.
- 2.10 Emergency Circumstances – situation the student was not anticipating such as a car accident on day of examination. This could include circumstances outlined in Definition 2.11.
- 2.11 Eligibility for a Deferred Examination - The normally accepted causes for a student to apply for a deferral of an examination include, but are not limited to, the following:
- Acute serious illness – illness that requires hospital admission, serious injury, severe asthma, severe anxiety or depression, or high grade fever.
 - Death or serious illness of a person in the immediate family or other person with whom the student has a similarly close relationship.
 - Trauma – accident, criminal assault, robbery, or similar traumatic experience.
 - Delivery of a child – applies to either parent.
 - Religious Obligations.
 - Participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event.
- 2.12 The following causes are not usually accepted as Eligibility for a Deferred Examination:
- Minor illness – headache, cold, insomnia, malaise.
 - Travel, vacation, social plans, airline flights.
 - Employment issues.
 - Childcare issues, unless related to serious illness as described above.
 - Conflict with examination or course requirements as part of another program or school.
- 2.13 Chief Proctor – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations.
- 2.14 COE – Committee of Evaluation.

3. **POLICY STATEMENTS**

- 3.1 A student seeking to defer an Examination must make application to the Associate Dean, Students, or designate as outlined in the procedures section of this document.
- 3.2 The Associate Dean, Students, or designate is responsible for making a determination with respect to a student request to defer an Examination.
- 3.3 The Associate Dean, Students, or designate reserves the right to waive the five working day deadline for application for Deferred Examination in Emergency Circumstances.
- 3.4 Deferred Examinations will be scheduled in accordance with the Procedures outlined in this document.
- 3.5 At the Pre-Clerkship level, where the schedule permits, all deferred examinations are completed before a student can write one or more Supplemental Examinations.

- 3.6 At the Clerkship level, where the published Deferred and Supplemental NBME Examination schedule permits, a student will write deferred NBME examinations before any Supplemental NBME Examinations are written.
- 3.7 The Associate Dean, Students, or designate reserves the right to deny a request for a Deferred Examination.
- 3.8 A student has the right to appeal the decision of the Associate Dean, Students, or designate to the Associate Dean, UGME.
- 3.9 A student who does not follow the Procedures outlined in this document while seeking to defer an Examination will be considered to have failed the Examination (Refer to Examination Conduct Policy).
- 3.10 As noted in the Examination Conduct Policy, content of the Examination is confidential to UGME course Faculty, and related support staff. The transmission of any Examination content, either in writing or verbally, is expressly prohibited without prior consent of the Associate Dean, UGME.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Use the Deferred Examination Form (Appendix 1) to make application to the Associated Dean, Students, or designate to defer a specific Examination. This form must be completed and forwarded to the Associate Dean, Students, or designate at Faculty of Medicine Student Affairs Office (P125) no later than seven working days after the missed examination.
- 4.2 Ensure that any Supporting Documentation including the statement "The student is unfit to sit the examination on the scheduled date" for medical certificates and those from a registered practitioner of another professional body such as a psychologist or a social worker" is included with the Deferred Examination Form.
- 4.3 Contact the respective person in the UGME Evaluation Unit, outlining the Emergency Circumstance, when the Associate Dean, Students or designate is not available to rule on a request for a deferral i.e. Emergency Circumstance on day of scheduled Examination. The contacts:
 - Administrator, Pre-Clerkship Evaluation & OSCE-type Examinations at 789-3560 for Block Examinations and OSCE-type Examinations including Comprehensive Clinical Examination.
 - Administrator, Clerkship Evaluation at 977-5657 for NBME Examinations.
- 4.4 If a request to defer an Examination is approved based on Emergency Circumstances, ensure the Deferred Examination Application and Supporting Documentation are provided to the Associate Dean, Students or designate within five working days following the date of the scheduled examination.
- 4.5 Accept the right to appeal to the Associate Dean, UGME if the Associate Dean, Students decision is to deny the request for deferral of an Examination. The appeal to the Associate Dean, UGME is written and includes the Deferred Examination Application and Supporting Document. This appeal letter is presented to the Associate Dean, UGME within two working days of receipt of denial from Associate Dean, Students.
- 4.6 Be prepared to write the Deferred Block or OSCE-type Examination within 10 working days after the scheduled Examination, where circumstances permit. The applicable Administrator will inform the student of the scheduled Deferred Examination date.

- 4.7 Be prepared to write the Deferred Block or OSCE-type Examination during the summer vacation, on a date determined by the Evaluation Unit, UGME if the Deferred Examination could not be accommodated within 10 working days of the scheduled Examination. The applicable Administrator will inform the student, no less than four weeks in advance of the scheduled Deferred Examination date.
- 4.8 Be prepared to write the Deferred NBME Examination on the scheduled date as outlined in the Schedule for Deferred and Supplemental NBME Examinations which is published on an annual basis.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENTS OR DESIGNATE

- 4.9 Review each student's application for a Deferred Examination to ensure all required documentation is included and that the request meets the requirements outlined in this policy.
- 4.10 Inform the student in writing within two working days of receipt of student application of the decision respecting the deferral of an Examination. A copy of this communication is sent to the Associate Dean, UGME, Director of Evaluation, the Chair of the relevant Committee of Evaluation, and the applicable UGME Evaluation support staff personnel (see 4.3 for contact information).
- 4.11 Inform the student in writing of the decision to defer an Examination if, due to Emergency Circumstances, the 5 working days deadline for submission of the Deferred Examination application is waived. The Associate Dean, UGME, Director of Evaluation, the Chair of the relevant Committee of Evaluation, and the applicable UGME Evaluation support staff personnel must be notified in writing of such a decision. This written communication includes a statement that the Deferred Examination Application and Supporting Documentation is submitted to Associate Dean or designate within five working days following the date of the scheduled Examination.
- 4.12 Inform the student in writing within two working days of a denial of a request to defer an Examination. This communication shall indicate the student's right to appeal this decision to the Associate Dean, UGME. A copy of this communication is sent to the Associate Dean, UGME, and Director, Evaluation.

RESPONSIBILITIES OF ASSOCIATE DEAN, UGME

- 4.13 Arrange to meet with the student in the case of the student appealing the decision of the Associate Dean, Students or designate to deny the request to defer an Examination. This is completed within 3 working days of receipt of the student's appeal documentation
- 4.14 Inform the student in writing of the appeal decision. This is completed within 2 working days of meeting with the student. A copy of this communication is sent to the Associate Dean, Students or designate, Director, Evaluation, and the student's active file.

RESPONSIBILITIES OF ADMINISTRATOR, PRE-CLERKSHIP EVALUATION AND OSCE-TYPE EXAMINATIONS

- 4.15 Organize for the student to write the Deferred Examination if the decision is for the student to write this examination within 10 working days of the original Examination. This involves confirming the date, time and location with applicable Chair, COE; informing the student of the confirmed Examination related information; arranging Examination invigilation.
- 4.16 Prepare a schedule for deferred Block and/or OSCE-type Examinations if the deferred Examinations are scheduled during the summer vacation. This schedule is developed in consultation with the Director, Remediation (if Supplemental Examination is scheduled for same time), and Chair(s) of applicable COEs.
- 4.17 Inform each student in writing of the Deferred Examination schedule a minimum of 4 weeks prior to the Deferred Examination. This communication includes the date, time

and location of the Examination. A copy of this communication is sent to the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair(s) of applicable COEs, and Director, Remediation (if applicable).

RESPONSIBILITIES OF ADMINISTRATOR, CLERKSHIP EVALUATION

- 4.18 Organize and distribute the Deferred NBME Examination schedule for each academic year.
- 4.19 Inform the student, in writing of the date, time and location of each deferred NBME Examination. A copy of this communication is sent to the Associate Dean, Students or designate, Associate Dean, UGME, Director, Evaluation, Chair of COE (Clinical), and Director, Remediation (if applicable).

5. REFERENCES

- 5.1 [UGME Policy & Procedures - Examination Conduct](#)
- 5.2 [UGME Policy & Procedures - Supplemental Examination](#)
- 5.3 [UGME Policy & Procedures - Promotion and Failure](#)
- 5.4 [UGME Policy & Procedures – Invigilation of Examinations](#)
- 5.5 [UGME Policy & Procedures – Remediation](#)
- 5.6 [UGME Policy & Procedures – Examination Results](#)
- 5.7 [UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)
- 5.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

6. POLICY CONTACT

Administrator, Pre-Clerkship and OSCE-Type Examinations
Administrator, Clerkship Evaluation

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Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy: Invigilation of Examinations

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 20, 2012 to consider a proposal from the Faculty of Medicine to establish a policy on Invigilation of Examinations, as approved by its Faculty Executive Council, June 2012.

Observations:

1. The purpose of the Faculty of Medicine policy on Invigilation of Examinations is, "... to establish specific processes that ensure examinations are organized and executed in a timely and effective manner and complement the University of Manitoba Examination Regulations." The policy applies to students in the Undergraduate Medical Education (UGME) Program.
2. In particular, the policy describes the roles and responsibilities that Invigilators and Proctors have in organizing and invigilating examinations. It also provides guidance on how these individuals are to proceed in the following circumstances: disruptive or irregular behaviour is observed during an examination, an emergency situation occurs, an examination exceeds three hours.
3. The Committee observed that section 3.13 of the policy, which prohibits UGME students from having beverages, among other items, at their desk during an examination differs from the University's Examination Regulations, which does not preclude students from having water at their desks. SCIE was not concerned with the apparent disparity between the two policies, as UGME students would have access to water during the scheduled nutrition break (see sections 2.7 and 3.3). The Committee was also advised that the list of prohibited items is communicated to students in a number of ways in advance of all examinations, so students would be aware of the restriction against having beverages at their desks.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the establishment of the Faculty of Medicine Policy on Invigilation of Examinations, effective upon approval.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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

Faculty of Medicine Policy

Policy Name:	Invigilation of Examinations
Application/Scope:	Year I through Year IV Undergraduate Medical Education Students
Approved (Date):	June 2012
Review Date:	June 2013
Revised (Date):	10 October 2012
Approved By:	Faculty Executive Council

1. **PURPOSE**

To provide the Faculty of Medicine specific processes that ensure examinations are organized and executed in a timely and effective manner and complement the University of Manitoba Examination regulations.

2. **DEFINITIONS**

- 2.1 Chief Proctor – the person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations. The Chief Proctor is deemed equivalent to the Chief Invigilator as established by the University of Manitoba Registrar's Office. The term "Chief Proctor" may be used interchangeably with and means "Chief Invigilator" or "Invigilator in Charge".
- 2.2 Invigilator(s) – person(s) hired and assigned to assist with distribution and collection of examination materials and supervision of students during an examination and during the review of a Block Examination.
- 2.3 Block Examination – a set of multiple choice and/or short answer examinations at the end of a unit of work at the Pre-Clerkship level of the Undergraduate Medical Education Program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.4 NBME Examination – a multiple-choice examination developed by the National Board of Medical Examiners that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, and psychiatry rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.5 Communication Devices - electronic devices with memory capability such as PDAs (Personal Digital Assistants), cell phones, pagers, calculators, laptop computers, watches with alarms, computer or memory capability.
- 2.6 Reference Materials – books, notes, papers.

- 2.7 Nutrition Break – a 15-minute break for students to eat a light snack such as granola bar, banana or other small fruit, cereal bar, fruit roll-up, snack size package of nuts, beverage, water, etc. The clock will stop for the duration of the Nutrition Break.
- 2.8 Personal Break – a break to use the restroom or to use the water fountain for a drink of water. The clock does not stop for a Personal Break.
- 2.9 Disruptive Behaviour – conduct of a student that interferes with the testing conditions of other students participating in the examination.
- 2.10 Irregular Behaviour – behaviour during an examination that includes, without limitation, the following:
- Copying answers from another student, permitting answers to be copied, or in any way providing or receiving unauthorized information about the content of the examination.
 - Possessing notes or making notes on anything other than the answer sheet or test booklet.
- 2.11 Emergency Evacuation – the sounding of a bell or alarm is an indication that occupants are required to vacate a building.

3. **POLICY STATEMENTS**

- 3.1 This policy and procedures document complements the Undergraduate Medical Education Examination Conduct Policy and Procedures.
- 3.2 Undergraduate Medical Education is responsible for selecting examination Invigilators for Block and NBME examinations unless there are specific accommodations requiring support from Student Accessibility Services. In such instances, Student Accessibility Services will select examination Invigilators and these Invigilators will invigilate for the entire examination accommodation time and any approved nutrition break time.
- 3.3 A Nutrition Break will be provided for each examination that exceeds three hours in length as outlined in the Procedures section of this document. Invigilator(s) will remain with student(s) during the Nutrition Break.
- 3.4 The number of Invigilators for an examination will follow a specified student-invigilator ratio and the requisite number of invigilators will be present throughout the examination. See Appendix 1.
- 3.5 The Invigilator(s) will not provide clarification of perceived errors, ambiguities or omissions in the examination.
- 3.6 In Pre-Clerkship, the multiple-choice component of each Block examination will be three hours in length unless there are specifically prescribed accommodations requiring a longer examination period.
- 3.7 In Pre-Clerkship, the Problem-Solving component of each Block examination will be two hours in length unless there are specifically prescribed accommodations requiring a longer examination period.
- 3.8 In Clerkship, each NBME Examination will be two hours and thirty minutes in length unless there are specifically prescribed accommodations requiring a longer examination period.
- 3.9 Only the designated clock in the examination room will be used to determine the length of the examination.

- 3.10 The Administrator, Pre-Clerkship Evaluation and OSCE-type Examinations will act as Chief Proctor for Pre-Clerkship examinations.
- 3.11 The Administrator, Clerkship Evaluation will act as Chief Proctor for NBME examinations.
- 3.12 The Chief Proctors are responsible for organizing the training of Invigilators.
- 3.13 The following items will not be permitted in the seating area of the examination room:
- Communication Devices
 - Backpacks, briefcases, luggage, coats, or brimmed hats
 - Beverages or food of any type
 - Reference Materials
- 3.14 Communication Devices stored outside the seating area of the examination room, must be turned off before the examination begins.
- 3.15 Each student will be escorted, one at a time, on all Personal Breaks taken during the examination.
- 3.16 Disruptive and/or Irregular Behaviour will be addressed as stated in the Procedures section of this document.
- 3.17 University of Manitoba Emergency Evacuation protocols will be in place in the event of Emergency Evacuation during an examination.
- 3.18 Chief Proctors and Invigilators are responsible for ensuring that all Emergency Evacuation procedures are followed and that examination material is secured in the event of an Emergency Evacuation.

4. **PROCEDURES**

Responsibilities of Students

- 4.1 Be familiar with all requirements of this policy and procedures document as they relate to items identified as “not permitted” in the seating area of the examination room, disruptive and Irregular Behaviour.
- 4.2 Be familiar with the requirements of the related Undergraduate Medical Education Examination Conduct Policy and Procedures document.
- 4.3 Provide proof of personal identification and sign attendance register prior to the start of the examination.
- 4.4 Identify to an invigilator that a Personal Break is required and accept that an invigilator will accompany the student on the break.
- 4.5 Ensure all Emergency Evacuation procedures are followed when informed of such an evacuation by an invigilator.

Responsibilities of Chief Proctor

- 4.6 Recruit suitable invigilators for each academic year.
- 4.7 Organize the required number of invigilators in accordance with the invigilator-student ratio.
- 4.8 Assign invigilators to specific areas of the examination room.
- 4.9 Organize all examination materials for distribution for each examination.

- 4.10 Train invigilators on their responsibilities as it relates to examination invigilation.
- 4.11 Provide each invigilator with a copy of the Examination Conduct and Invigilation Policy and Procedures documents.
- 4.12 Ensure invigilators and students are familiar with the Emergency Evacuations procedures in the event there is an Emergency Evacuation during an examination.
- 4.13 Ensure all examination related materials are accounted for at the end of each examination.
- 4.14 Ensure any invigilator report of disruptive and/or Irregular Behaviour is reported to the Director, Evaluation, Associate Dean, UGME, NBME for NBME examinations and any other individual(s) as required.
- 4.15 Ensure an announcement is made stating that all communication devices must be turned off before the examination begins.

Responsibilities of Invigilator

General

- 4.16 Participate in invigilator training as organized by the Chief Proctor(s).
- 4.17 Review the Examination Conduct and Invigilation Policy and Procedures documents and seek clarification of responsibilities as required.
- 4.18 Review the University of Manitoba protocols for Emergency Evacuation.
- 4.19 Meet Chief Proctor at 260 Brodie 30 minutes prior to the examination, unless otherwise notified.
- 4.20 Assist with the examination set up.
- 4.21 Assist with organizing examination attendance which involves checking student IDs and having each student sign the attendance register.
- 4.22 Inform students of the examination start and end times using the designated clock as the time reference.
- 4.23 Continuously observe students in the assigned area to ensure that students are recording answers as required, and are not communicating with one another in any way.
- 4.24 Assist with the collection of pink sheets, examination booklets, and other examination materials at the end of the examination. This can include organizing components of an examination for distribution to examination markers.
- 4.25 Assist with bringing examination materials to the UGME office.
- 4.26 Complete and sign time sheet.
- 4.27 Report any irregular incidents to the Chief Proctor.
- 4.28 Organize a 10-minute break for each invigilator. In the event there is only one invigilator, UGME Evaluation personnel will arrange for the invigilator to have a 10-minute break.
- 4.29 Contact the Chief Proctor in the event of an emergency.

- 4.30 Follow stated Emergency Evacuation procedures in the event of an Emergency Evacuation during an examination.

Disruptive Behaviour

- 4.31 Give the student a warning that he/she is exhibiting such behaviour.
- 4.32 Document that a warning was given.
- 4.33 Collect the examination materials from the student and escort the student from the examination room with the least amount of disturbance to the other students in the event that the student does not respond to a warning.

Irregular Behaviour

- 4.34 Allow the student to continue writing the examination.
- 4.35 Confirm the observation with at least one other invigilator if possible.
- 4.36 Complete a report of the incident including the following information:
- Time and duration of the incident.
 - Page and/or item number that involved student(s) were working on at the time of the observation (if possible).
 - Identify all students involved in the incident by name and student number.
 - Identify the seating placement for the student(s) involved.
 - Signatures of the invigilators who made the observations.
 - Signature(s) of student(s) involved in the incident.

Emergency Evacuation

- 4.37 In the event of a fire alarm being activated during an examination or other emergency, making the abandonment of the examination necessary, the following steps must be followed:
- Contact the Chief Proctor to inform this person of the Emergency Evacuation and to provide assistance with evacuation procedures.
 - Inform students that they must stop writing and that the student's name is written on all required examination materials. Check that the student name is on all required examination materials, if possible.
 - Record the time the examination is stopped based on the clock in examination room.
 - Evacuate the room, taking personal possessions, if possible. See attached evaluation routes for Frederic Gaspard Theatre, 204 Brodie, Theatre D, Apotex Centre, (Room 164), Apotex Centre, (Room 071).
 - Ensure no examination materials are removed from the examination room.
 - An invigilator or Chief Proctor is the last to exit the examination room and the first to return.
 - To maintain the integrity of the examination, the Chief Proctor and invigilators monitor students during an evacuation to minimize communication among the group. (Evacuation route to be attached.)
- 4.38 If the period of the evacuation is short and the Fire Marshall confirms that normal use of the building may be resumed, the examination will be restarted.
- 4.39 The Chief Proctor informs students of amount of examination time left.

Examinations Exceeding 3 hours in Length

- 4.40 Inform each student of the time of the designated 15-minute nutrition break prior to the start of the examination.
- 4.41 Ensure each student is away from the examination table for the duration of the Nutrition Break.
- 4.42 Ensure that each student is observed for the duration of the Nutrition Break.
- 4.43 Inform each student of the examination end time using the designated clock as a reference.

5. REFERENCES

- 5.1 Chief Proctor's Manual, National Board of Medical Examiners Subject Examination Program, *Clinical Science Examinations*. United States of America. 2010.
- 5.2 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)
- 5.3 [UGME Policy & Procedures - Examination Conduct Policy and Procedures](#)
- 5.4 University of Manitoba Emergency Evacuation Procedures.
- 5.5 [University of Manitoba Procedural Guidelines for Academic Staff when Dealing with Matters related to Academic Dishonesty.](#)
- 5.6 [UGME Policy & Procedures – Deferred Examinations](#)
- 5.7 [UGME Policy & Procedures – Supplemental Examinations](#)
- 5.8 [UGME Policy & Procedures - Examination Results.](#)
- 5.9 [UGME Policy & Procedures – Promotion & Failure](#)
- 5.10 [UGME Policy & Procedures - Formative Assessment](#)
- 5.11 [UGME Policy & Procedures - Communicating Methods of Evaluation in the Undergraduate Medical Education Program.](#)

6. CONTACT

Administrator, Pre-Clerkship Evaluation and OSCE-Type Examinations
Administrator, Clerkship Evaluation

Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy: Remediation

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 20, 2012 to consider a proposal from the Faculty of Medicine to establish a policy on Remediation, as approved by its Faculty Executive Council, June 2012.

Observations:

1. The purpose of the Faculty of Medicine policy on Remediation is, "... to set out the process for remediating students who fail summative evaluations." The objective is to identify students who are in academic difficulty and to provide appropriate supports that will mitigate future difficulties and assist students to successfully complete their program. The policy applies to students in the Undergraduate Medical Education (UGME) Program.
2. The proposed policy establishes criteria and definitions for "monitored status" and "probationary status." (sections 2.11 and 2.12)
3. The policy describes the responsibilities of (a) students who are notified of their having been placed on monitored or probationary status to seek out and participate in remediation and (b) staff (including the Director of Remediation, the Associate Dean (Students) or designate, and others) to provide remediation and monitor students who are in academic difficulty.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the establishment of the Faculty of Medicine Policy on Remediation, effective upon approval.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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

Faculty of Medicine Policy

Policy Name:	Remediation
Application/ Scope:	Year I through Year IV Undergraduate Medical Education Students
Approved (Date):	June 2011
Review Date:	June 2014;
Revised (Date):	June 2012;
Approved By:	Faculty Executive Council

1. **PURPOSE**

To set out the process for remediating students who fail summative evaluations.

2. **DEFINITIONS**

- 2.1 Block – a unit of work consisting of one or more courses at the Pre-Clerkship (Year I and Year II) level of the Undergraduate Medical Education Program.
- 2.2 Rotation – a unit of clinical work in the Clerkship component (Year III and Year IV) of the Undergraduate Medical Education Program.
- 2.3 Block Examination – a set of multiple-choice and/or short answer examinations at the end of a unit of work at the Pre-Clerkship level of the Undergraduate Medical Education Program. There are six such Block Examinations in the Pre-Clerkship program. Attaining 60.0% or higher on such examinations is considered a pass. No rounding of scores will take place.
- 2.4 NBME Examination – a multiple-choice examination developed by the National Board of Medical Examiners that is administered at the end of the surgery, internal medicine, obstetrics/gynecology, pediatrics, and psychiatry Rotations at the Clerkship level of the Undergraduate Medical Education Program. Attaining a mark at the 11th percentile or higher is considered a pass.
- 2.5 OSCE-Type Examination – an Objective Structured Clinical Examination used to assess the clinical skills of students. The mini-OSCE and CCE (Comprehensive Clinical Examination) are OSCE Type Examinations. The pass mark is determined by calculating 80% of the average mark of the top 10% of students who sit the examination. No rounding of scores will take place.
- 2.6 MITER – Midpoint In-Training Evaluation Report. This is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four weeks duration and must be completed and submitted electronically.

- 2.7 FITER – Final In-Training Evaluation Report. This is electronically distributed at the start of each Rotation and must be completed and submitted electronically at the end of each rotation.
- 2.8 Remediation - the provision of additional support and identification of educational resources by the faculty, followed by an evaluation, to a student who has not demonstrated the required level of competence on a Block examination, NBME examination, OSCE-Type Examination or FITER. The type of Remediation experience a student undertakes varies depending upon the specific type of failure. These experiences range from directed extra reading/study to the repetition of a Rotation (the repeated Rotation is known as a remedial Rotation). Failure of the examination and/or FITER after a Remediation experience carries significant consequences for the student.
- 2.9 Remediation Contract - a written agreement, signed by the student, the Director of Remediation, and the Course Director/Clerkship Director responsible for the unit of study in which the student performed at a level that requires Remediation. (This contract makes explicit the deficient learning outcomes and what a student must do in order to successfully complete the requirements of the specific unit of study.)
- 2.10 Supplemental Examination – An opportunity to rewrite an examination that was failed.
- 2.11 Probationary Status - Failure on any one Block examination, one summative OSCE-type examination, two NBME examinations, or failure on a FITER. A student on Probationary Status is required to participate in Remediation. This description is not punitive; the sole purpose is to identify students early who are having some difficulty (and who therefore are at risk for future difficulty), so that timely and appropriate assistance can be provided.
- 2.12 Monitored Status - A score between 60.0% and 62.9% -- No rounding of scores will take place -- on a Block Examination, a failure on one NBME examination, or a borderline pass on a FITER. A student on monitored status is encouraged to participate in Remediation. This description is not punitive; the sole purpose is to identify students early who may be having some difficulty (and who therefore may be at risk for future difficulty), so that timely and appropriate assistance can be provided.
- 2.13 Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. **POLICY STATEMENTS**

General

- 3.1 Student Remediation with respect to Essential Clinical Presentations (ECP) is covered in the Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation Policy and Procedures document.
- 3.2 A student meeting the criteria for Monitored Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- 3.3 A student meeting the criteria for Monitored Status maintains this status for the remainder of the undergraduate medical education unless the student moves to Probationary Status.
- 3.4 A student receiving first written notification of Monitored Status is advised to initiate a meeting with the Director, Remediation and/or the Associate Dean, Students or designate to discuss educational resources and supplemental readings.
- 3.5 A student receiving a second and subsequent notification of Monitored Status is required to initiate a meeting with the Associate Dean, Students or designate.

PROBATIONARY STATUS

- 3.6 A student meeting the criteria for Probationary Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- 3.7 A student meeting the criteria for Probationary Status is required to participate in Remediation.
- 3.8 A student receiving notification of Probationary Status is required to initiate a meeting with the Director, Remediation and the Associate Dean, Students or designate.
- 3.9 The Director, Remediation is responsible for establishing the nature and time of the Remediation with an understanding that Remediation will be initiated and completed in a timely manner.
- 3.10 A student on Probationary Status is required to sign the Undergraduate Medical Education Program Remediation Contract after meeting with the Director, Remediation. This contract will contain a detailed explanation of the student's contract requirements.
- 3.11 The Director, Remediation is responsible for monitoring student progress throughout the remediation period.
- 3.12 If a faculty member is identified as a remedial tutor, that person is required to support the assigned student in accordance with the procedures outlined in this document.
- 3.13 A student who satisfactorily meets the requirements of the Remediation Contract and subsequently passes the Supplemental Examination or remedial Rotation moves from Probationary Status to Monitored Status.

4. PROCEDURES

RESPONSIBILITIES OF THE STUDENT – MONITORED STATUS

- 4.1 On the first instance of notification of Monitored Status, consider initiating a meeting with the Director, Remediation and/or Associate Dean, Students or designate to discuss educational resources and supplemental readings that are available. Please note that contact information will be included in the letter of notification.
- 4.2 On the second and subsequent notification of Monitored Status, initiate a meeting with the Associate Dean, Students or designate within 10 working days of receiving the notification. Please note that contact information will be included in the letter of notification.

RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS

- 4.3 Initiate a meeting with the Director, Remediation within ten working days of receiving the notification of Probationary Status. Please note that contact information will be included in the letter of notification.
- 4.4 Initiate a meeting with the Associate Dean, Students or designate within 10 working days of receiving the notification of Probationary Status. Please note that contact information will be included in the letter of notification.
- 4.5 Sign the Undergraduate Medical Education Program Remediation Contract in the meeting with the Director, Remediation.
- 4.6 Complete all Remediation requirements as outlined in the Undergraduate Medical Education Program Remediation Contract.

RESPONSIBILITIES OF ADMINISTRATORS, EVALUATION

- 4.7 Prepare detailed notification template letters for distribution to each student who meets the criteria for Monitored or Probationary Status.
- 4.8 Ensure Director, Remediation is informed within one working day of all students meeting the criteria for Monitored or Probationary Status if the Director, Remediation is not available to participate in the decision about such student status.
- 4.9 Ensure each student receives the notification of Monitored or Probationary Status within two working days of the decision that the student meets the requirements for Monitored or Probationary Status.
- 4.10 Ensure appropriate contact information is included in each student notification letter.
- 4.11 Place a copy of the Monitored or Probationary Status notification in the appropriate section of the student active file.
- 4.12 Place a copy of the signed Undergraduate Medical Education Program Remediation Contract in the appropriate section of the student active file.

RESPONSIBILITIES OF DIRECTOR, REMEDIATION

- 4.13 Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.
- 4.14 Meet with the Course/Clerkship Directors as necessary to gather information and names of remedial tutors, if necessary, for each Probationary Status student requiring Remediation.
- 4.15 Identify the time and nature of the Remediation in consultation with Course Director(s)/Clerkship Director(s) and/ UGME Evaluation and Clerkship administrators as necessary.
- 4.16 Create Remediation Contracts for students on Probationary Status within thirty working days of the meeting with the affected student as outlined in Section 4.3. This contract will outline the areas of poor performance, resources available, and performance expected for the Supplemental Examination or remedial Rotation.
- 4.17 Meet with each student on Probationary Status on a regular basis to review progress.
- 4.18 Ensure the student signs the Undergraduate Medical Education Program Remediation Contract at the meeting.
- 4.19 Ensure the applicable Administrator, Evaluations receives a copy of the signed Undergraduate Medical Education Program Remediation Contract for the student active file as follows:
 - Administrator, Pre-Clerkship and OSCE-type Examinations – Remediation related to Year I, Year II, OSCE or CCE examination.
 - Administrator, Clerkship - Remediation related to NBME Examinations or rotation FITER.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENTS OR DESIGNATE

- 4.20 Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.
- 4.21 Meet with each student who is identified for Monitored Status a second or subsequent time throughout the Undergraduate Medical Education program.
- 4.22 Meet with each student who meets the criteria of Probationary Status within ten working days of receiving contact from the student.
- 4.23 Provide support and/or counseling to any student who meets the criteria of Monitored or Probationary Status as the need arises.

RESPONSIBILITIES OF COURSE DIRECTOR/CLERKSHIP DIRECTOR/REMEDIAL TUTOR

- 4.24 Work with the Director, Remediation to provide resources, expertise, and/or other information in the time frame identified by the Director, Remediation.

5. **RESOURCES**

- 5.1 [Faculty of Medicine Student Affairs Website](#)
- 5.2 [University of Manitoba Student Accessibility Services](#)
- 5.3 [University of Manitoba Academic Learning Center](#)
- 5.4 [University of Manitoba Student Counseling and Career Center](#)
- 5.5 [Services for Student – Bannatyne Campus](#)

6. **REFERENCES**

- 6.1 [UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation](#)
- 6.2 [UGME Policy & Procedures – Promotion & Failure](#)
- 6.3 [UGME Policy & Procedures – Supplemental Examinations](#)
- 6.4 [UGME Policy & Procedures – Deferred Examinations](#)
- 6.5 [UGME Policy & Procedures – Examination Conduct](#)
- 6.6 [UGME Policy & Procedures – Invigilation Examinations](#)
- 6.7 [UGME Policy & Procedures – Examination Results](#)
- 6.8 [UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities](#)

7. **POLICY CONTACT**

Director, Remediation

Faculty of Medicine Policy

Policy Name:	Remediation
Application/ Scope:	Year I through Year IV Undergraduate Medical Education Students
Approved (Date):	June 2011
Review Date:	June 2014;
Revised (Date):	June 2012;
Approved By:	Faculty Executive Council

1. **PURPOSE**

To set out the process for remediating students who fail summative evaluations.

2. **DEFINITIONS**

- 2.1 Block – a unit of work consisting of one or more courses at the Pre-Clerkship (Year I and Year II) level of the Undergraduate Medical Education Program.
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~~2.13 Working Day – A day the University of Manitoba is open for business.~~

2.13 Working Day – Any day, other than a Saturday, Sunday, or legal holiday on which academic business may be conducted. Faculty of Medicine normal work day hours are Monday through Friday 8:30 a.m. to 4:30 p.m.

3. **POLICY STATEMENTS**

General

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PROBATIONARY STATUS

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- 3.9 The Director, Remediation is responsible for establishing the nature and time of the Remediation with an understanding that Remediation will be initiated and completed in a timely manner.
- 3.10 A student on Probationary Status is required to sign the Undergraduate Medical Education Program Remediation Contract after meeting with the Director, Remediation. This contract will contain a detailed explanation of the student's contract requirements.
- 3.11 The Director, Remediation is responsible for monitoring student progress throughout the remediation period.
- 3.12 If a faculty member is identified as a remedial tutor, that person is required to support the assigned student in accordance with the procedures outlined in this document.
- 3.13 A student who satisfactorily meets the requirements of the Remediation Contract and subsequently passes the Supplemental Examination or remedial Rotation moves from Probationary Status to Monitored Status.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT – MONITORED STATUS

- 4.1 On the first instance of notification of Monitored Status, consider initiating a meeting with the Director, Remediation and/or Associate Dean, Students or designate to discuss educational resources and supplemental readings that are available. Please note that contact information will be included in the letter of notification.
- 4.2 On the second and subsequent notification of Monitored Status, initiate a meeting with the Associate Dean, Students or designate within 10 working days of receiving the notification. Please note that contact information will be included in the letter of notification.

RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS

- 4.3 Initiate a meeting with the Director, Remediation within ten working days of receiving the notification of Probationary Status. Please note that contact information will be included in the letter of notification.
- 4.4 Initiate a meeting with the Associate Dean, Students or designate within 10 working days of receiving the notification of Probationary Status. Please note that contact information will be included in the letter of notification.

- 4.5 Sign the Undergraduate Medical Education Program Remediation Contract in the meeting with the Director, Remediation.
- 4.6 Complete all Remediation requirements as outlined in the Undergraduate Medical Education Program Remediation Contract.

RESPONSIBILITIES OF ADMINISTRATORS, EVALUATION

- 4.7 Prepare detailed notification template letters for distribution to each student who meets the criteria for Monitored or Probationary Status.
- 4.8 Ensure Director, Remediation is informed within one working day of all students meeting the criteria for Monitored or Probationary Status if the Director, Remediation is not available to participate in the decision about such student status.
- 4.9 Ensure each student receives the notification of Monitored or Probationary Status within two working days of the decision that the student meets the requirements for Monitored or Probationary Status.
- 4.10 Ensure appropriate contact information is included in each student notification letter.
- 4.11 Place a copy of the Monitored or Probationary Status notification in the appropriate section of the student active file.
- 4.12 Place a copy of the signed Undergraduate Medical Education Program Remediation Contract in the appropriate section of the student active file.

RESPONSIBILITIES OF DIRECTOR, REMEDIATION

- 4.13 Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.
- 4.14 Meet with the Course/Clerkship Directors as necessary to gather information and names of remedial tutors, if necessary, for each Probationary Status student requiring Remediation.
- 4.15 Identify the time and nature of the Remediation in consultation with Course Director(s)/Clerkship Director(s) and/ UGME Evaluation and Clerkship administrators as necessary.
- 4.16 Create ~~the~~ Remediation ~~Contract~~ Contracts for ~~a student~~ students on Probationary Status within thirty working days of the meeting with the affected student as outlined in Section 4.3. This contract will outline the areas of poor performance, resources available, and performance expected for the Supplemental Examination or remedial Rotation.
- 4.17 Meet with each student on Probationary Status on a regular basis to review progress.
- 4.18 Ensure the student signs the Undergraduate Medical Education Program Remediation Contract at the meeting.
- 4.19 Ensure the applicable Administrator, Evaluations receives a copy of the signed Undergraduate Medical Education Program Remediation Contract for the student active file as follows:
 - Administrator, Pre-Clerkship and OSCE-type Examinations – Remediation related to Year I, Year II, OSCE or CCE examination.
 - Administrator, Clerkship - Remediation related to NBME Examinations or rotation FITER.

RESPONSIBILITIES OF ASSOCIATE DEAN, STUDENTS OR DESIGNATE

- 4.20 Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.
- 4.21 Meet with each student who is identified for Monitored Status a second or subsequent time throughout the Undergraduate Medical Education program.
- 4.22 Meet with each student who meets the criteria of Probationary Status within ~~10~~ten working days of receiving contact from the student.
- 4.23 Provide support and/or counseling to any student who meets the criteria of Monitored or Probationary Status as the need arises.

RESPONSIBILITIES OF COURSE DIRECTOR/CLERKSHIP DIRECTOR/REMEDIAL TUTOR

- 4.24 Work with the Director, Remediation to provide resources, expertise, and/or other information in the time frame identified by the Director, Remediation.

5. RESOURCES

- 5.1 Faculty of Medicine Student Affairs Website
- 5.2 University of Manitoba Student Accessibility Services
- 5.3 University of Manitoba Academic Learning Center
- 5.4 University of Manitoba Student Counseling and Career Center
- 5.5 Services for Student – Bannatyne Campus

5.6. REFERENCES

- 5.16.1 UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 5.26.2 UGME Policy & Procedures – Promotion & Failure
- 5.36.3 UGME Policy & Procedures – Supplemental Examinations
- 5.46.4 UGME Policy & Procedures – Deferred Examinations
- 5.56.5 UGME Policy & Procedures – Examination Conduct
- 5.66.6 UGME Policy & Procedures – Invigilation Examinations
- 5.76.7 UGME Policy & Procedures – Examination Results
- 5.86.8 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities

6.7. POLICY CONTACT

Director, Remediation

Report of the Senate Committee on Instruction and Evaluation RE: Faculty of Medicine Policy: Midpoint In-Training and Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. The Committee met on September 20, 2012 to consider a proposal from the Faculty of Medicine to establish a policy on Midpoint In-Training and Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation, as approved by its Faculty Executive Council, June 2012.

Observations:

1. The purpose of the Faculty of Medicine policy on Midpoint In-Training and Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation is, "...to outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program." The policy concerns the Undergraduate Medical Education (UGME) Program.
2. In particular, the policy sets out (a) the clerkship director's (or designate) responsibility to audit each student's ECP in order to identify learning gaps, establish a plan for remediation, and ensure the student completes the remediation; (b) a process for transparent communication with students regarding their strengths and weaknesses in the ECP, including the need to complete remediation, if required; and (c) administrative processes internal to the Faculty to organize the distribution of, and audit the completion of, the MITER, FITER, and ECP reports and an FACERC form for each student.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the establishment of the Faculty of Medicine Policy on Midpoint In-Training and Evaluation (MITER) and Final In-Training Evaluation (FITER) Preparation, Distribution and Completion and Essential Clinical Presentation (ECP) Preparation, Distribution, Audit, and Remediation, effective upon approval.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on Instruction and Evaluation

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

Date: June 27, 2012
To: Jeff Leclerc
From: Carol Anne Northcott
Re: MITER FITER ECP Policy & Procedures for Approval

Background: This policy document was instituted to formalize the completion and monitoring of Clerkship related evaluations Essential Clinical Presentations. [Identify need for this policy, whether is a new policy or revisions to existing policy, alignment with Faculty of Medicine and University of Manitoba strategic priorities, consistency with other policies/applicable regulations/accreditation standards, and other pertinent information]

Purpose: To ensure students were receiving accurate and timely feedback and to monitor so that data required for accreditation purposes could be gathered. The Purpose, Definitions and reference sections were revised based on better understanding of what Purpose should state and encompassing all related UGME policies s& Procedures.

This was revised as shown in the attached document to identify that the process of completing the MITER, FITER and ECP is electronic.[advise, at a high level, the need for the policy, intent and purpose it is to serve. If revisions, advise generally as to type of revisions/sections revised]

Evidence of Best Practice: Not applicable. [if applicable, advise whether other jurisdictions were researched, other policies from other Universities reviewed, etc.]

Consultation Process: As with all policy and procedure documents, this document was vetted through a variety of committees, including: Committees of Evaluation, Progress Committee, and Faculty Executive Council. [advise of key stakeholders/committees that were consulted, and if issues were identified during the process, were they successfully resolved]

Communication and Implementation Plan: Students are informed of this policy and procedures document at the beginning of clerkship. Also, at the beginning of each academic year each class of students receives a complete listing of existing, new, and revised policy and procedure documents, with reference to the Policy & Procedures webpage of the Undergraduate Medical Education website. [outline the education plan for staff/students, as applicable, to learn and implement the policy, and the communication plan for the policy, including where it will reside (on website, etc.)]

Proposed Review Date: June 2014 [advise the time frame for revisiting the policy to ensure still best practice and compliance with the policy – range of one to five years]

Faculty of Medicine Policy

Policy Name:	Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
Application/Scope:	Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates
Approved (Date):	April 2011
Review Date:	June 2012; June 2014;
Revised (Date):	June 2012;
Approved By:	Faculty Executive Council

1. **PURPOSE**

This policy is set to outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program.

[CAN1]

2. **DEFINITIONS**

2.1 ECP – Essential Clinical Presentation. These are rotation-specific experiences that define the types of patients and clinical conditions that students must encounter, the appropriate clinical setting of the educational experiences, and the expected level of student responsibility, which must be part of each particular rotation. A list of these is distributed in electronic format at the start of each core rotation and must be completed electronically.

2.2 MITER – Midpoint In-Training Evaluation Report. This is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core rotation that is of at least four weeks duration and must be completed and submitted electronically.

2.3 FITER – Final In-Training Evaluation Report. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.

2.4 FACERC form – FITER Approval Confirmation and ECP Remediation Completion form.

2.5 Working Day – A day in which the University of Manitoba offices are open.

3. **POLICY STATEMENTS**

3.1 Each student involved in a core rotation is responsible for maintaining a rotation specific ECP, completing a MITER, where applicable, participating in meeting(s) related to the MITER, FITER and ECP, completing the student component of the FITER and completing ECP remediation plan if required.

- 3.2 Each clerkship director/designate is responsible for auditing each assigned student's ECP throughout the core rotation to identify gaps in learning, organizing a remediation plan to address the learning gaps and ensuring the student completes the remediation.
- 3.3 Each clerkship director/designate is responsible for developing a standard list of strategies that can be used in ECP remediation plans.
- 3.4 Each clerkship director/designate is responsible for meeting with each student with respect to the MITER (if required), completing a FITER for each student, and meeting with each student to discuss his/her evaluation prior to the completion of the rotation.
- 3.5 Each student must complete all assigned ECP remediations by the date of submission of the Official Graduation list (usually April 30 of the academic year). Failure to meet this deadline will result in a delay of graduation.

4. **PROCEDURES**

Responsibilities of the Student:

- 4.1 Track all learning experiences related to the ECP throughout each core rotation.
- 4.2 Complete the MITER (if required) prior to the midpoint of the rotation and submit it for viewing by the clerkship director/designate.
- 4.3 Attend the scheduled meetings with the clerkship director/designate to discuss the MITER, the FITER, and any learning gaps related to the ECP.
- 4.4 Ensure the rotation evaluation is completed on the last day of the rotation to initiate release of the FITER for the student's personal file.
- 4.5 Ensure the ECP is submitted at the end of the day on the last day of the rotation.
- 4.6 Complete the student component of the FITER within 1 working day of receiving the FITER from the clerkship director/designate.
- 4.7 Ensure any ECP remediation is completed as directed by the clerkship director/designate and within the required deadline of 19 working days from the end of the rotation.

Responsibilities of the Clerkship Director/Designate:

- 4.8 Audit each assigned student's ECP throughout the core rotation.
- 4.9 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and discuss the ECP with the student.
- 4.10 Organize a plan for remediation of ECP if gaps in learning are identified at the midpoint of the rotation.
- 4.11 Examine each student's ECP before the rotation is complete and state on the FITER the plan for ECP remediation if gaps in learning experiences are identified.
- 4.12 Complete a FITER for each assigned student within five working days of the end of the rotation. This may require compilation of input from multiple preceptors.
- 4.13 Meet with each student to discuss the FITER and to discuss the ECP remediation plan if one is required.
- 4.14 Ensure the student completes the remediation plan within fifteen working days of the end of the rotation.

- 4.15 Within 19 days of the end of the rotation submit the FACERC form (Appendix 1) to the UGME office.
- 4.16 Develop a standard list of strategies that can be incorporated into a remediation plan.

Responsibilities of UGME Administrative Personnel:

Prior to the start of each core rotation:

- 4.17 Prepare the electronic ECP, MITER, FITER and rotation evaluation in accordance with each core rotation requirements.
- 4.18 Prepare the electronic ECP remediation reflection for each department.
- 4.19 Inform the Department Assistant for each core rotation that the electronic documents are ready.

Essential Clinical Presentations - ECPs

- 4.20 Send students a reminder e-mail 2 days before the rotation ends informing them that they are required to complete and submit the ECP on the last day of the rotation.
- 4.21 Generate and print the ECP Gap Report on the morning of the second day of the new rotation.
- 4.22 Within 5 working days:
- Cross reference the ECP Gap Report with the completed FITERs.
 - Create and distribute the ECP Gap Notification letter to the Clerkship Directors and Department Assistants indicating where required that the FITERs have been unsubmitted.
 - Notify Clerkship Directors and Department Assistants who have no ECP gaps.

Rotation Evaluation

- 4.23 Send students a reminder e-mail 2 days before the rotation ends informing them that they are required to complete and submit the rotation evaluation on the last day of the rotation.

Midpoint In-Training Evaluation Report - MITER

- 4.24 Send a template reminder e-mail to students, Clerkship Directors and assistants two working days prior to the midpoint of the rotation for all rotations that have a MITER.
- 4.25 Run the MITER Status Report five working days after the midpoint of the rotation and distribute it to the Clerkship Directors and Department Assistants for action.
- 4.26 Prior to the end of the rotation, send a report identifying outstanding MITERs to Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum.

Final In-Training Evaluation Report - FITER

- 4.27 Send a template reminder e-mail to Clerkship Directors, Department Assistants and students five working days prior to the end of the rotation.
- 4.28 Run the FITER Status Report one working day and five working days into the new rotation and distribute each to the Clerkship Directors and the Department Assistants for action.

FACERC Form

- 4.29 In the ECP Gap Notification Letter, identify the date for completion of the FACERC form. Ensure every rotation is notified of requirement to complete the FACERC form

irrespective of ECG gaps. FACERC form completion is 19 working days into the current rotation.

- 4.30 Send a reminder e-mail to Clerkship Directors and Department Assistants 5 working days prior to the required completion date of the FACERC form.
- 4.31 On the required FACERC form completion date, check to see that all FACERC forms have been submitted.
- 4.32 Immediately inform the Clerkship Director and Department Assistant for any departments where the required FACERC form has not been submitted on the required date.

General

- 4.33 Prior to the end of the current rotation, provide Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum the following information related to the previous rotation:
 - The status of FACERC completion

Responsibilities of the Department Assistant:

- 4.34 At the beginning of each rotation, organize the electronic distribution of:
 - The ECP, MITER (if applicable), FITER (view only access), and rotation evaluation to each student.
 - The FITER, MIITER (if applicable & view only) and ECP (view only) to each clerkship director/designate.
- 4.35 Audit the completion of MITERs at the midpoint of the rotation and remind each clerkship director/designate of his/her responsibility to meet with the assigned student(s).
- 4.36 Audit the completion of FITERs and remind each clerkship director/designate of his/her responsibility to meet with the assigned student(s) prior to the end of the rotation.
- 4.37 Audit the student submission of ECPs and email any student(s) who has not submitted the ECP to ensure all ECPs are submitted by the end of the day on the final day of the rotation.
- 4.38 If notified by the UGME office that inconsistencies exist between the ECP Gap Report and the FITERs, have the clerkship director/designate indicate the appropriate ECP remedial plan on the FITER and resubmit the FITER.
- 4.39 Upon completion of all of the above, ensure the clerkship director/designate submits the FACERC form to close the period. The deadline for submission is 19 working days into the current rotation.

5. REFERENCE

- 5.1 UGME Policy & Procedures - Program Evaluation
http://umanitoba.ca/faculties/medicine/media/Program_Evaluation_Policy_and_Procedures_June_2012.pdf
- 5.2 UGME Policy & Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program
http://umanitoba.ca/faculties/medicine/media/Communicating_Methods_of_Evaluation_in_the_Undergraduate_Medical_Education_Program_June_2012.pdf
- 5.3 UGME Policy & Procedures – Promotion and Failure
http://umanitoba.ca/faculties/medicine/media/Promotion_and_Failure_June_2012.pdf
- 5.4 UGME Policy & Procedures – Formative Assessment

6. **POLICY CONTACT**

Please contact Administrator, Clerkship Evaluation s with questions respecting this policy.

Faculty of Medicine Policy

Policy Name:	Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
Application/Scope:	Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates
Approved (Date):	April 2011
Review Date:	June 2012; June 2014;
Revised (Date):	June 2012;
Approved By:	Faculty Executive Council

1. **PURPOSE**

This policy is set to outline the process for providing accurate and timely feedback to students and for gathering data that supports the continued development of a high quality educational program.

2. **DEFINITIONS**

- 2.1 ECP – Essential Clinical Presentation. These are rotation-specific experiences that define the types of patients and clinical conditions that students must encounter, the appropriate clinical setting of the educational experiences, and the expected level of student responsibility, which must be part of each particular rotation. A list of these is distributed in electronic format at the start of each core rotation and must be completed electronically.
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- 2.3 FITER – Final In-Training Evaluation Report. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation.
- 2.4 FACERC form – FITER Approval Confirmation and ECP Remediation Completion form.
- 2.5 Working Day – A day in which the University of Manitoba offices are open.

3. **POLICY STATEMENTS**

- 3.1 Each student involved in a core rotation is responsible for maintaining a rotation specific ECP, completing a MITER, where applicable, participating in meeting(s) related to the MITER, FITER and ECP, completing the student component of the FITER and completing ECP remediation plan if required.

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- 3.4 Each clerkship director/designate is responsible for meeting with each student with respect to the MITER (if required), completing a FITER for each student, and meeting with each student to discuss his/her evaluation prior to the completion of the rotation.
- 3.5 Each student must complete all assigned ECP remediations by the date of submission of the Official Graduation list (usually April 30 of the academic year). Failure to meet this deadline will result in a delay of graduation.

4. **PROCEDURES**

Responsibilities of the Student:

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- 4.3 Attend the scheduled meetings with the clerkship director/designate to discuss the MITER, the FITER, and any learning gaps related to the ECP.
- 4.4 Ensure the rotation evaluation is completed on the last day of the rotation to initiate release of the FITER for the student's personal file.
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- 4.15 Within 19 days of the end of the rotation submit the FACERC form (Appendix 1) to the UGME office.
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- 4.26 Prior to the end of the rotation, send a report identifying outstanding MITERs to Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum.

Final In-Training Evaluation Report - FITER

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- 4.29 In the ECP Gap Notification Letter, identify the date for completion of the FACERC form. Ensure every rotation is notified of requirement to complete the FACERC form

irrespective of ECG gaps. FACERC form completion is 19 working days into the current rotation.

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General

- 4.33 Prior to the end of the current rotation, provide Clerkship Directors, Department Assistants, Director, Clerkship Curriculum and Director, UGME Curriculum the following information related to the previous rotation:
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Responsibilities of the Department Assistant:

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- 5.4 UGME Policy & Procedures – Formative Assessment
http://umanitoba.ca/faculties/medicine/media/Formative_Assessment_June_2012.pdf

6. **POLICY CONTACT**

Please contact Administrator, Clerkship Evaluation s with questions respecting this policy.

Report of the Senate Committee on Rules and Procedures Regarding Rules for Teleconference Meetings and Resolutions in Writing for Standing and *Ad Hoc* Committees of Senate

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures (SCRP) are found on the governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html
2. The Senate Committee on Rules and Procedures is charged with the responsibility to consider and recommend to Senate on any matter concerning rules and procedures.

Observations

1. In response to a question raised at Senate regarding teleconference meetings and electronic meetings, the University Secretary requested that the Senate Committee on Rules and Procedures consider whether, in the case of an instance where an urgent matter requires resolution by a standing or *ad hoc* Committee of Senate, or it is deemed expedient not to convene such a Committee in person, the Chair of any standing or *ad hoc* Committee of Senate, in consultation with the University Secretary, may determine that any item or items be considered by the Committee of Senate by: a) teleconference; or b) resolution in writing, via fax or email.
2. The Senate Committee on Rules and Procedures met on October 1, 2012 and reviewed a proposal to establish rules for teleconference meetings and resolutions in writing for standing and *ad hoc* Committees of Senate. A copy of the proposed rules is appended to this Report.
3. The Committee discussed the requirement of having two-thirds of the voting members required to vote in favour of a resolution in writing, and whether it should be changed to fifty percent plus one. The Committee determined that the two-thirds requirement should be put in place as there should be a higher expectation for participation in these types of votes, considering that the committee would not benefit from a discussion in these cases.
4. The Committee noted that putting these rules in place for standing and *ad hoc* Committees of Senate will codify a wide-spread practice and provide clarity and consistency. The Committee encourages faculty, school and department councils to consider adopting similar rules for their own purposes.

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT Senate approve the proposal by which any item or items may be considered by a standing or *ad hoc* Committee of Senate by: a) teleconference; or b) resolution in writing.

Respectfully submitted,

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

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

Rules for Teleconference Meetings and Resolutions in Writing for Standing and *Ad Hoc* Committees of Senate

In the case of an instance where an urgent matter requires resolution by a standing or *ad hoc* Committee of Senate, or it is deemed expedient not to convene such a Committee in person, the Chair of any Standing or *ad hoc* Committee of Senate, in consultation with the University Secretary, may determine that any item or items be considered by the Committee of Senate by: a) teleconference; or b) resolution in writing.

Teleconferences

- a) Any meeting held by means of teleconference or other similar electronic means must be conducted by means of technology that enables all participants in the meeting to hear the deliberations of the meeting at the same time.
- b) In cases where urgent consideration of an item is required, or the nature or quantum of the business before the Committee is deemed by the Chair to warrant it, the Committee may meet by teleconference or other similar electronic means, provided the conditions of section a) above are met.

Resolutions in Writing

- a) If, in the opinion of the Chair of a Standing or *ad hoc* Committee of Senate, the matter(s) to be considered by the Committee are of a routine nature that an in person meeting or a teleconference is not warranted, the Chair may put a resolution before the Standing or *ad hoc* Committee of Senate in writing.
- b) In placing a resolution in writing before a Standing or *ad hoc* Committee, the relevant resolution and appropriate background information shall be distributed to members of the Committee. Members shall then indicate their vote in writing to the Secretary within three (3) business days.
- c) A resolution in writing supported in the affirmative by two-thirds (2/3) of the voting members of the Standing or *ad hoc* Committee shall be as valid as if it had been passed at a meeting of the Committee. The results of the vote shall be communicated by the Secretary to the Committee as soon as possible after the all the votes are received.
- d) A vote in respect of a resolution in writing may be transmitted by e-mail, fax, or any other such written manner providing that the Committee member is clearly identified in the transmittal.

Report of the Senate Committee on Nominations

Preamble

Since last reporting to Senate on September 19, 2012, the Senate Committee on Nominations (SCN) met on October 24, 2012 to consider nominations to fill vacancies on the standing committees of Senate.

The terms of reference for the SCN are found on the University Governance website.

Observation

Listed below are all committees having vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms.

Recommendation

1. The SCN recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/SCHOOL	END DATE
Senate Committee on Academic Freedom	Dean Jeffery Taylor	Arts	2015.05.31
Senate Committee on Admissions	Dean Beverly O'Connell	Nursing	2015.05.31
Joint Senates Committee on Master's Programs	Prof. Andrea Rounce (as leave replacement)	Arts	2013.06.30

2. The SCN recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/SCHOOL	END DATE
Senate Committee on Academic Computing	Mr. Johanu Botha	Graduate Studies	2014.05.31

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations