Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, May 15, 2013
1:30 p.m.

A G E N D A

I CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES – MAY 2013 Page 5

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

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

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

III MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees

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

IV ELECTION OF SENATE REPRESENTATIVES

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2. To the Senate Executive Committee Page 8

3. Election of a Student Member to the Senate Executive Committee Page 9

V MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

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2. Report of the Senate Committee on Curriculum and Course Changes on Lapsed Courses Page 108

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of Economics, Native Studies, Psychology, and Sociology [March 22, 2013]

5. **Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes RE: Department of Mechanical and Manufacturing Engineering, Department of Interior Design, and Faculty of Architecture [April 16, 2013]** Page 136

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4. **Report of the Senate Committee on Awards – Part A [April 9, 2013]** Page 241

5. **Report of the Senate Committee on Academic Review RE: Undergraduate and Graduate Program Reviews [March 8, 2013]** Page 249

6. **Report of the Senate Committee on Instruction and Evaluation RE: I.H. Asper School of Business, Revised** Page 258

Regulation Regarding Courses Taken on Letter of Permission [March 21, 2013]

7. **Items Approved by the Board of Governors, on March 19, 2013** Page 260

8. **Items Approved by the Board of Governors, on April 16, 2013** Page 261

VII **REPORT OF THE PRESIDENT** Page 262

VIII **QUESTION PERIOD**

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

IX **CONSIDERATION OF THE MINUTES OF THE MEETING OF APRIL 3, 2013**

X **BUSINESS ARISING FROM THE MINUTES** - none

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

1. **Report of the Senate Executive Committee** Page 272

2. **Report of the Senate Planning and Priorities Committee**

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

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

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2. **Proposals from the Université de Saint-Boniface RE: Bachelor of Arts (Honours) in International Studies, Bachelor of Arts (Honours) and Bachelor of Arts (Advanced) in Political Studies** Page 288

a) **Report of the Senate Committee on Curriculum and Course Changes** Page 305

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b) Report of the Senate Committee on Curriculum and Course Changes Page 319

4. Report of the Faculty Council of Graduate Studies Page 321
RE: Revised Regulations – Academic Guide
[February 27, 2013]

5. Report of the Senate Committee on Rules and Procedures Page 374
RE: Revisions to the Faculty of Agricultural and Food Sciences Council Bylaw

6. Report of the Senate Committee on University Research Page 381
RE: Responsible Conduct of Research - Code of Research Ethics

- Responsible Conduct of Research Policy (*for information*)
- Responsible Conduct of Research – Investigation Procedures (*for information*)

7. Report of the Senate Committee on Nominations Page 406

XIII ADDITIONAL BUSINESS

1. Revised Policy on Co-Curricular Record Page 409

XIV ADJOURNMENT

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

CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES

1. **Degrees Notwithstanding a Deficiency**

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

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

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

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

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

3. **List of Graduands**

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

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

   The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Registrar up to May 17, 2013.

Election of Senate Representatives to the Board of Governors

General

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

http://umanitoba.ca/admin/governance/governing_documents/governance/senate_rules/524.htm

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

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

Election of Senate Representatives to the Board of Governors

1. The following resolution was approved by Senate on June 4, 1997: "*That Senate rescind its resolution of March 9, 1976 reserving one of its seats on the Board of Governors for a student Senator".*

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

3. Members-at-Large

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

4. Students and *Ex Officio* Members

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

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

5. Present Senate representatives on the Board:

Dean N. Halden	(Environment, Earth & Resources)	2013
Dean M. Whitmore	(Science)	2014
Dr. Joanne Embree	(Medicine)	2015

6. Not eligible for election are the Chancellor, the President, and the Board representatives on Senate.

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

Procedures

1. Nominations for the position shall be received from the floor.

2. Senators shall vote for no more than one candidate on the ballot provided.

3. The candidate receiving the largest number of votes shall be declared elected for a three-year term.

4. In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

Dean Halden's term expires in 2013, a replacement is required for the term June 1, 2013, to May 31, 2016. Dean Halden is eligible for re-election.

Election of Senate Representatives to the Senate Executive Committee

1. Two Senators elected by faculty/school councils need to be elected for three-year terms (June 1, 2013 to May 31, 2016) to replace Professor Joanna Asadoorian and Professor John Anderson, whose terms on the Executive Committee expire on May 31, 2013.

   (a) Eligible for election are members of Senate elected by faculty/school councils.

   (b) Presently serving:

Prof. Joanna Asadoorian	(Dentistry)	2013
Prof. John Anderson	(Science)	2013
Prof. Mark Gabbert	(Arts)	2014
Prof. Arlene Young	(Arts)	2014
Prof. Emily Etcheverry	(Medical Rehabilitation)	2015
Prof. Diana McMillan	(Nursing)	2015
Prof. Mary Brabston	(Management)	2015
Prof. Peter Blunden	(Science)	2015

2. One representative is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools, to be elected for a term (June 1, 2013 - May 31, 2016) to replace Prof. Paul Hess. Professor Hess is eligible for re-election.

   (a) Eligible for election are:

   (i) Vice-Presidents: P. Kochan, J. Kearsey and D. Jayas

   (ii) Deans/Directors: M. Trevan, R. Stern, J. Taylor, N. Halden, A. Iacopino, D. Mandzuk, J. Beddoes, J. Doering, G. Sevenhuysen, M. Benarroch, J. Watkinson, L. Turnbull, E. Dawe, B. Postl, B. O'Connell, N. Davies, R. Roshko, H. Frankel, P. Hess, L. Wallace

   (b) Presently serving:

Prof. P. Hess	(School of Art)	2013
Dean Brian Postl (R)	(Medicine)	2014
Dean Jeffery Taylor	(Arts)	2015

Procedures:

(a) Nominations for the positions shall be received from the floor.

(b) Senators shall vote for no more than two candidates in category 1, and one candidate in category 2 on the ballot provided.

(c) The candidate receiving the largest number of votes shall be elected.

(d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

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:

(a)	President of UMSU (or designate)	term: May 1, 2013 – April 30, 2014
(b)	President of GSA (or designate)	term: May 1, 2013 – April 30, 2014
(c)	Student Senator appointed by caucus of Student Senators	term: May 1, 2013 – April 30, 2014

2. The composition of the Executive Committee makes provision for one elected Student member of the Senate Executive Committee. A candidate for this position is nominated by the caucus of Student Senators at Senate. Term for this position is May 1, 2013 – April 30, 2014.

Procedures:

(a) A nomination for the position shall be provided by the Student Senate Caucus.

(b) Senators shall vote by a show of hands.

March 14, 2013

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

Preamble:

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

2. Since last reporting to Senate, the Senate Committee on Curriculum and Course Changes (SCCCC) met on March 12, 13, and 14, 2013, to consider curriculum and course changes from Faculties and Schools.

Observations:

1. **General**

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

1. **Faculty of Agricultural and Food Sciences**

Agribusiness and Agricultural Economics

The department is proposing the deletion of two (2) lapsed courses: **ABIZ 0700 Merchandising and Sales** (3) and **ABIZ 2120 World Agribusiness Study Tour** (3).

Plant Science

The department is proposing the deletion of three (3) lapsed courses: **PLNT 0690 Landscape Maintenance** (3), **PLNT 0730 Commercial Vegetable Production** (3), and **PLNT 0740 Commercial Fruit Production**.

2. **School of Art**

The school is proposing the deletion of three (3) lapsed courses: **FAAH 3910 Field Studies in Art History 3** (3), **FAAH 3920 Field Studies in Art History 4** (3), **FAAH 4080 Seminar in Art History 2** (3).

3. **Faculty of Arts**

Anthropology

The department is proposing the modification of two (2) courses: **ANTH 2100 Introduction to Archaeology** (3) and **ANTH 2860 Evolution and Human Diversity** (3).

Asian Studies

The program is proposing the deletion of two (2) lapsed courses: **ASIA 2360 Mandarin Comprehension** (6) and **ASIA 2790 Intermediate Hindu-Urdu** (6).

Economics

The department is proposing the deletion of five (5) lapsed courses: **ECON 2270 European Economic History** (6) and **ECON 2490 Economic Accounting** (3), **ECON 2580 Economics of the European Union** (3), **ECON 4470 Natural Resources Economics** (6), **ECON 4710 Topics in Microeconomics of Uncertainty and Optimization Over Time** (3).

English, Film, and Theatre

The department is proposing the deletion of four (4) lapsed courses: **ENGL 2930 International Literature** (3), **ENGL 3930 Studies in International Literature** (6), **ENGL 3950 Short Fiction 2** (3), **ENGL 4650 Honours Seminar 3** (3).

German and Slavic Studies

The department is proposing the deletion of seven (7) lapsed courses: **GRMN 2150 Independent Studies in German** (3), **GRMN 3580 Independent Studies in Ger**man (3), **RUSN 2760 The Silver Age of Russian Literature** (3), **RUSN 4630 Selected Topics 2** (3), **SLAV 2240 East European Literature 1** (3), **SLAV 2250 East European Literature 2** (3), **UKRN 4650 Selected Topics 2** (3).

History

The department is proposing the deletion of ten (10) lasped courses: **HIST 2710 Women in History (G)** (6), **HIST 3030 Issues in Ukrainian History (E)** (3), **HIST 3130 Issues in Social History (G)** (3), **HIST 3420 History of American Foreign Policy (A)** (6), **HIST 3810 The Family, Love and Marriage in Western Society, 1500-1800 (E)** (6), **HIST 3820 The Women's Movement, 1850 to the Present (G)** (6), **HIST 4200 Modern South Asia: Colonialism, Nationalism and Modernization (B)** (6), **HIST 4410 The Renaissance (E)** (6), **HIST 4700 Canada, 1896 to the Present (C)** (6), **HIST 4720 History of Manitoba (C)** (6); and the introduction of one (1) course **HIST 2502 The Modern Middle East: A Critical Survey (R)** (6).

Judaic Studies

The program is proposing the deletion of two (2) lasped courses: **JUD 2290 History of Jewish Thought** (6), **JUD 2300 The Makers of Modern Judaism** (6); and the introduction of one course **ARA 3000 Advanced Arabic** (6). The program is proposing that List A – Courses Acceptable for Credit in Judaic Studies be modified to include RLGN 4300 Advanced Topics in Judaism (A) (3).

Labour Studies

The program is proposing that the List of Electives be modified to include ECON 2540 Political Economy 1: Production and Distribution (3), ECON 2550 Political Economy 2: Economic Growth and Fluctuations in a Global Economic Environment (3), and GMGT 2070 Introduction to Organizational Behaviour (3). GMGT 2030 Administrative Theory (3) and HIST 2970 Modern Canada: 1921 to Present © will be flagged to indicate that the courses are no longer offered.

Latin American Studies

The program is proposing modifications to the Minor (Concentration) in Latin American Studies, including the addition of thirteen courses to, and the deletion of four courses from, the list of eligible courses. The following program statement is to be deleted: "Knowledge of the Spanish language is not required since the literature on Latin America in English is extensive and adequate. However, the Latin American literature courses offered by the Department of French, Spanish and Italian require a reading knowledge of Spanish."

Political Studies

The department is proposing the introduction of two (2) courses: **POLS 3270 Theories of the Capitalist World Order** (3) and **POLS 4200 Politics of Development** (3); and the modification of eighteen (18) courses: **POLS 1500 Introduction to Politics** (6), **POLS 2040 Introduction to International Relations** (6), **POLS 2510 Great Political Thinkers** (6), **POLS 3160 Human Rights and Civil Liberties** (3), **POLS 3200 International Security and Conflict Management** (6), **POLS 3220 Globalization and the World Economy** (3), **POLS 3250 International Political Economy** (3), **POLS 3330 Politics of the European Union** (3), **POLS 3520 Canadian Foreign and Defence Policy** (6), **POLS 3570 Administrative Theory in the Public Sector** (3), **POLS 3600 Political Concepts** (3), **POLS 3640 Comparative Defence Policy** (3), **POLS 3710 Distributive Justice** (3), **POLS 3720 Politics, Government and Society in Ukraine** (3), **POLS 3840 Approaches to the Study of International Relations** (3), **POLS 3880 Comparative Foreign Policy** (3), **POLS 3920 American Politics** (6), **POLS 3950 Research Methods in the Study of Politics** (3).

Psychology

The department is proposing the introduction of three (3) courses: **PSYC 3110 Research in Social Psychology** (3), **PSYC 4650 The Self and Social Perception** (3), **PSYC 4660 Intergroup Relations** (3); and the modification of two (2) courses: **PSYC 3130 Introduction to Health Psychology** (3), **PSYC 4562 Social Psychology and Health** (3).

Religion

The department is proposing the deletion of nine (9) lapsed courses: **RLGN 2070 Indigenous World Religions (B)** (6), **RLGN 2410 Religion in Canada (C**) (3), **RLGN 2510 Mennonite Studies (C)** (6), **RLGN 2640 Anti-Semitism and Christianity (A)** (3), **RLGN 3570 Major Thinkers in the Eastern Christian Tradition (A)** (6), **RLGN 4070 Prophets and/or Revolutionaries: Christianity and Political Culture since 1500 (C)** (3), **RLGN 4130 Calvin and the Rise of Anglicanism (A)** (3), **RLGN 4140 Luther and the Rise of Anabaptism (A)** (3), **RLGN 4150 The Religious Thought of St. Thomas**

Aquinas and the Study of Religion (A) (3); and the introduction of one course, **RLGN 4300 Advanced Topics in Judaism** (3). The program is proposing a program modification to include RLGN 4300 Advanced Topics in Judaism among the courses that would satisfy the Western Religious Traditions requirement for the Honours Single and Honours Double programs ("A – History of Western Religion" in the program note 1 in the Calendar).

Sociology

The department is proposing the deletion of two (2) lapsed courses: **SOC 3510 Population Dynamics and Change** (3) and **SOC 3640 Families in Societal Crisis** (3); and the introduction of one course, **SOC 3410 Critical Victimology** (3). The department is proposing a program modification to: (a) the Criminology General Major, to include SOC 3410 among the courses that satisfy the requirement for 12 credit hours of sociology/criminology courses at the 3000 level; and (b) the Criminology Honours program (pending implementation of the program) to include SOC 3410 on the list of courses satisfying the 3000 level criminology-related course requirement. The program notes would be modified to read: "These courses can include SOC 3310 or SOC 3700 if not already completed as a criminology or sociology-related theory requirement."

4. **Faculty of Education**

Educational Administration, Foundation and Psychology

The department is proposing the modification of one (1) course: **EDUA 5670 Strategies for Organizing Inclusive Classrooms and Schools** (3).

5. **Faculty of Human Ecology**

Family Social Sciences

The department is proposing the introduction of one (1) course, **FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health** (3). The department is proposing a modification to the Child Youth Developmental Health Option, of the Bachelor of Human Ecology (Family Social Sciences), to require that students complete one of FMLY 3330 Parenting and Developmental Health, or FMLY 4604 Children in Adversity, or FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health. The department is proposing a modification to the Family Economic Health Option, of the Bachelor of Human Ecology (Family Social Sciences), to replace GMGT 2030 on the list of elective choices with GMGT 2070.

Interdisciplinary Health Program

The program is proposing modifications to the required courses for the program involving the deletion of GMGT 2030. In its place, students would be required to complete either GMGT 1010 or GMGT 2070.

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

The faculty is proposing the introduction of one (1) course, **REC 3310 Cultural Tourism** (3) and the modification of two (2) courses: **KIN 3450 Motor Learning** (3) and **REC 4400 The Administration of Special Events** (3).

7. **Faculty of Law**

The faculty is proposing the deletion of one (1) lapsed course, **LAW 3500 Intellectual Property** (4); the deletion of six (6) courses: **LAW 3162 Dispute Resolution** (2), **LAW 3190 Law and Literature** (3), **LAW 3200 Immigration and Refugee Law** (2), **LAW 3680 Land Titles** (3), **LAW 3830 Legal Aid Clinic** (2), **LAW 3850 Conflicts of Law** (3); the introduction of six (6) courses: **LAW 3120 Philanthropy and the Law** (3), **LAW 3130 Poverty Law** (3), **LAW 3170 Dispute Resolution** (3), **LAW 3212 Immigration Law** (3), **LAW 3832 Legal Aid Clinic** (3), **LAW 3852 Private International Law** (3); and the modification of one course **LAW 3740 Public International Law** (3).

8. **I.H. Asper School of Business, Faculty of Management**

Faculty of Management

The faculty is proposing modifications to the interdepartmental Aboriginal Business Studies Major, including changes to the list of required courses and to the list of optional courses eligible for credit towards the program.

Accounting and Finance

The department is proposing the introduction of one (1) course, **FIN 3240 Entrepreneurial Finance** (3), and the modification of one (1) course, **FIN 3470 Small Business Finance** (3).

Actuarial Studies

The program is proposing the modification of one (1) course, **ACT 2210 Introduction to Risk Management** (3).

Business Administration

The department is proposing the deletion of six (6) lapsed courses: **GMGT 3080 Issues in Technological Change** (3), **GMGT 3170 Administration of the Public Sector** (3), **GMGT 3500 Communications: Contextual Applications** (3), **GMGT 4140 Evaluation Techniques for Management** (3), **GMGT 4150 Managing Not-For-Profit Organizations** (3), **GMGT 4160 Seminar in Business-Government Relations** (3); the deletion of three (3) courses: **GMGT 2030 Business Administration** (3), **GMGT 3020 Seminar in Business Administration** (3), **GMGT 4040 Advanced Organizational Theory and Behaviour** (3); the introduction of six (6) courses: **LEAD 3010 Negotiation and Conflict Management** (3), **LEAD 3020 Team Building and Diversity** (3), **LEAD 3030 Corporate, Social and Environmental Responsibility** (3), **LEAD 3040 Special Topics in Leadership and Organization** (3), **LEAD 4010 Leading Change** (3), **LEAD 4020 Leadership, Power and Politics in Organizations** (3); and the modification of four (4) courses: **ENTR 3104 Selected Topics in Small Business / Entrepreneurship** (3), **ENTR 4100 New Venture Analysis** (3), **GMGT 2070 Introduction to Organizational Behaviour** (3), **GMGT 3010 Management Decision Making** (3).

The department is proposing modifications to the Management and Organizations Major, including a revised name, Leadership and Organization, and changes to the list of courses eligible for the Major. The department is proposing modifications to the Entrepreneurship / Small Business Major, involving changes to the list of required courses and to the list of optional courses eligible for credit towards the program.

Marketing

The department is proposing the deletion of one (1) lapsed course, **MKT 3250 Marketing Strategy** (3).

9. **School of Medical Rehabilitation**

Physical Therapy

The department is proposing the deletion of one (1) course, **PT 2780 Musculoskeletal Clinical Education** (10).

Respiratory Therapy

The department is proposing the deletion of five (5) courses: **RESP 3300 Seminars in Respiratory Care** (3), **RESP 3310 Clinical Education in Intensive Care** (10), **RESP 3330 Clinical Education in Neonatal Respiratory Care** (4), **RESP 3340 Clinical Education in Maternal/Fetal Health** (1), **RESP 3380 Clinical Education in Respiratory Care** (4); and the introduction of four (4) courses: **RESP 3410 Clinical Education in Critical Care** (8), **RESP 3420 Clinical Education in Neonatal Care** (5), **RESP 3430 Clinical Education in General Therapeutics** (6), **RESP 3440 Current Topics in Respiratory Therapy** (6). The department is proposing modifications to Year 3 of the Bachelor of Medical Rehabilitation (Respiratory Therapy) program that involve new program goals, and a revised curriculum structure and course objectives. Proposed course deletions and introductions correspond to the proposed program modifications.

10. **Faculty of Medicine**

Bachelor of Science (Medicine)

The program is proposing the introduction of one (1) course, **UGME 3500 MED II Summer Research Program** (0).

Community Health Sciences

The department is proposing the deletion of one (1) lapsed course, **CHSC 4010 Public Health and Preventive Medicine** (6).

Undergraduate Medical Education (UGME) Program

The faculty is proposing modifications to the curriculum of the Clinical Clerkship (Years 3 and 4 of the UGME program), to be implemented in the Fall 2013. The proposed changes follow from the introduction of a new curriculum, which was endorsed by the SCCCC in the Fall 2012 and approved by Senate, December 5, 2012. Changes to the curriculum of the Pre-Clerkship (Years 1 and 2) are to be brought forward to Senate in 2014.

The faculty is proposing the addition of a “mini consolidation block” to the “Transition to Clerkship (TTC)” module to enhance the development of clinical reasoning in students, to be implemented in the Fall 2013. In 2014, with the launch of the renewed Pre-Clerkship curriculum, the “mini-consolidation block” would be replaced or augmented by a ten (10) week consolidation period at the end of the second year of the MD degree prior to students entering the Clerkship phase of their learning. The “mini-consolidation block” would be removed from the TTC and replaced by a student selected component. Details of this proposed change will be brought forward to Senate in 2014.

11. **Faculty of Nursing**

The faculty is proposing the deletion of eight (8) lapsed courses: **NURS 2140 Health Promotion of Individuals** (4), **NURS 2150 Facilitation of Self Care** (3), **NURS 2170 Prevention of Illness** (3), **NURS 2410 Coop Nursing** (0), **NURS 3410 Coop Nursing** (0), **NURS 3420 Coop Nursing** (0), **NURS 4410 Coop Nursing** (0), **NURS 4400 Rural Nursing** (3); and the modification of fifteen (15) courses: **NURS 1280 Introduction to Nursing** (3), **NURS 2120 Nursing Health Assessment** (4), **NURS 2130 Nursing Skills Laboratory** (2), **NURS 2180 Clinical Nursing Practice 1** (3), **NURS 2190 Clinical Nursing Practice 2** (3), **NURS 3210 Nursing Research Methods** (3), **NURS 3280 Nursing Skills Laboratory** (2), **NURS 3290 Health Restoration in Nursing** (6), **NURS 3300 Clinical Nursing Practice 3** (3), **NURS 3320 Clinical Nursing Practice 4** (3), **NURS 3450 Introduction to Legal and Ethical Foundations of Nursing Practice** (3), **NURS 4260 Nursing Care in Mental Health and Illness** (3), **NURS 4270 Clinical Nursing Practice 5** (4), **NURS 4290 Clinical Practicum** (10), **NURS 4430 Clinical Nursing Practice 6** (3).

12. **Faculty of Science**

Biological Sciences

The department is proposing the modification of one (1) course, **BIOL 3100 Skills in Biological Sciences** (3). The department is proposing a modification to the course requirements for the B.Sc. Major and Honours programs in Biological Sciences, Evolutionary and Biodiversity Theme. BIOL 4218 is to be deleted from the list of Optional List B Theme courses.

Computer Science

The department is proposing the modification of three (3) courses, **COMP 3010 Distributed Computing** (3), **COMP 3490 Computer Graphics I** (3), and **COMP 4580 Computer Security** (3). The department is proposing a program modification, to introduce a new area of specialization, Web-Based Systems.

Microbiology

The department is proposing the modification of one (1) course, **MBIO 3010 Mechanisms of Microbial Disease** (3).

Physics and Astronomy

The department is proposing the deletion of eight (8) lapsed courses: **PHYS 1300 Energy and the Environment** (6), **PHYS 2060 Fundamentals of Physics in Radiation Therapy** (3), **PHYS 2090 Radiation Protection in Radiation Therapy** (3), **PHYS 2150 Radiation Biology** (3), **PHYS 3360 Intermediate Modern Physics** (6), **PHYS 3570 Physics of Materials 1** (3), **PHYS 4620 Advanced Classical Mechanics** (3), **PHYS 4630 Physics of Materials 2** (3).

The department is proposing modifications to requirements for the B.Sc.(Hons.) in Physics and Astronomy, Option B Physics.

13. **Faculty of Social Work**

The faculty is proposing a modification to the Interfaculty Option in Aging, to include the proposed course introduction SWRK 3152 Prior Learning Assessment and Recognition of Field Practice (12) among the courses that would meet the field placement requirement. (NB: *A Report of the Senate Committee on Curriculum and Course Changes RE: Course Changes Beyond Nine Credit Hours is forthcoming*.)

14. **Université de Saint-Boniface**

Faculty of Arts

Anthropology

The department is proposing the introduction of two (2) courses: **ANTH 2101 Initiation à l'archéologie** (3), **ANTH 2861 Évolution et diversité humaine** (3); the modification of twenty (20) courses: **ANTH 1211 L'origine et l'antiquité de l'humanité (A)** (3), **ANTH 1221 Anthropologie culturelle (A)** (3), **ANTH 2001 Langage et culture (B)** (3), **ANTH 2011 Culture, société et pouvoir (B)** (3), **ANTH 2041 Les Amérindiens de l'Amérique du nord: étude socioculturelle (B)** (3), **ANTH 2071 Religions amérindiennes et inuit (B)** (3), **ANTH 2381 Arts, symboles et cultures (B)** (3), **ANTH 2551 Culture et l'individu (B)** (3), **ANTH 2831 Méthodes en ethnologie (B)** (3), **ANTH 3211 Évolution de la culture (B)** (3), **ANTH 3321 Femmes, sociétés et cultures (B)** (3), **ANTH 3381 Problèmes sociaux contemporains et l'anthropologie (B)** (3), **ANTH 3461 Ethnologie des Amérindiens de l'Amérique du Nord (B)** (3), **ANTH 3471 Histoire de la pensée anthropologique (B)** (3), **ANTH 3501 Peuples de l'arctique (B)** (3), **ANTH 3531 Peuples d'Amérique du sud (B)** (6), **ANTH 3551 Sous-cultures canadiennes (B)** (3), **ANTH 3751 Globalisation et mondialisation: une perspective anthropologique (B)** (3), **ANTH 3811 Anthropologie des systèmes de croyances (B)** (3), **ANTH 3971 Ethnographie régionale (B)** (3). The course modifications follow from proposed program modifications that entail the restructuring of the General Major and Minor programs.

French

The department is proposing the deletion of five (5) lapsed courses: **FRAN 2651 La nature dans la littérature française** (3), **FRAN 4061 La femme dans la littérature** (3), **FRAN 4631 Métamorphoses du roman** (3), **FRAN 4651 Poésie féminine** (3), **FRAN 4851 Du classicism à l'éxotisme** (3).

History

The department is proposing the introduction of one (1) course: **HIST 3301 Histoire du terrorisme contemporain (G)** (3).

Philosophy

The department is proposing the deletion of three (3) lapsed courses**: PHIL 2611**, **PHIL 2651 Platon** (3), **PHIL 3551 Philosophie de l'éducation** (3).

Political Science

The department is proposing the deletion of four (4) courses: **POLS 1501 Introduction à la politique I** (6), **POLS 2041 Introduction aux relations internationals** (6), **POLS 2511 Les grandes penseurs politiques** (6), **POLS 3561 Politique étrangère canadienne** (6); the introduction of ten (10) courses: **POLS 1503 Introduction à la politique I** (3), **POLS 1505 Introduction à la politique II** (3), **POLS 2003 Introduction à la politique comparée I** (3), **POLS 2005 Introduction à la politique comparée II** (3), **POLS 2043 Introduction à la politique globale I** (3), **POLS 2045 Introduction à la politique globale II** (3), **POLS 2513 Pensée politique classique** (3), **POLS 2515 Pensée politique modern** (3), **POLS 3563 Le Canada dans le système mondial** (3), **POLS 3951 Méthodes de recherche en sciences politiques** (3); and the modification of two (2) courses: **POLS 3251 Économie politique international** (3) and **POLS 3841 Les approaches théoriques en relations internationals** (3).

Psychology

The department is proposing the introduction of one (1) course**: PSYC 3481 Psychologie des relations interculturelles et intergroupes** (3).

Arts (interdisciplinary)

The faculty is proposing the modification of one (1) course**: ARTS 1111 Introduction aux études universitaires** (3).

Faculty of Science

Biochemistry / Microbiology

The departments are proposing the introduction of a **Co-operative program for the Joint Major in Biochemistry and Microbiology**, including the introduction of four (4) courses: **MBIO 3981 Stage professionnel 1** (0), **MBIO 3991 Stage professionnel 2** (0), **MBIO 4981 Stage professionnel 3** (0), **MBIO 4991 Stage professionnel 4** (0).

Chemistry

The department is proposing the modification of one (1) course**: CHEM 4711 Project de recherche en chimie ou biochimie** (3).

Computer Science

The department is proposing the deletion of one (1) lapsed course, **COMP 1271 Introduction aux services informatiques modernes II** (6).

Physics

The department is proposing the deletion of one (1) lapsed course**, PHYS 2201 Électricité et magnetism** (6), and the modification of one course, **PHYS 2261 Optique** (3).

Faculty of Management

Accounting and Finance

The department is proposing the introduction of two (2) courses: **ACC 3051 Comptabilité fiscal** (3) and **ACC 4011 Vérification** (3).

Business Administration

The department is proposing the modification of one (1) course: **GMGT 2071 Introduction au comportement organisationnel** (3).

School of Translation

Program modifications:

The school is proposing modifications to the requirements for the certificat de traduction (par Internet).

Recommendations

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

Faculty of Agricultural and Food Sciences
School of Art
Faculty of Arts
Faculty of Education
Faculty of Human Ecology
Faculty of Kinesiology and Recreation Management
Faculty of Law
I.H. Asper School of Business, Faculty of Management
School of Medical Rehabilitation
Faculty of Medicine
Faculty of Nursing
Faculty of Science
Faculty of Social Work
Université de Saint-Boniface

Respectfully submitted,

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

Faculty of Agricultural and Food Sciences

Agribusiness and Agricultural Economics

Deletion of lapsed courses (see lapsed course report):

ABIZ 0700 Merchandising and Sales Cr.Hrs. 3	-3.0
ABIZ 2120 World Agribusiness Study Tour Cr.Hrs. 3	-3.0

NET CHANGE IN CREDIT HOURS: -6.0

Plant Science

Deletion of lapsed courses (see lapsed course report):

PLNT 0690 Landscape Maintenance Cr.Hrs. 3	-3.0
PLNT 0730 Commercial Vegetable Production Cr.Hrs. 3	-3.0
PLNT 0740 Commercial Fruit Production Cr.Hrs. 3	-3.0

NET CHANGE IN CREDIT HOURS: -9.0

School of Art

Deletion of lapsed courses:

FAAH 3910 Field Studies in Art History 3 Cr.Hrs. 3	-3.0
FAAH 3920 Field Studies in Art History 4 Cr.Hrs. 3	-3.0
FAAH 4080 Seminar in Art History 2 Cr.Hrs. 3	-3.0

NET CHANGE IN CREDIT HOURS: -9.0

Faculty of Arts

Anthropology

Modifications:

ANTH 2100 Introduction to Archaeology Cr.Hrs. 3 0.0
(Formerly 076.210) A general introduction to the principles of archaeology and the materials, analyses, and interpretations encountered in archaeological study. Students may not hold credit for ANTH 2100 (076.210) and any of: ANTH 2101 or the former 076.290. Prerequisite: [a grade of "C" or better in one of: ANTH 1210 (076.121) or ANTH 1211 (076.121) or the former 076.120] or written consent of instructor.

ANTH 2860 Evolution and Human Diversity Cr.Hrs. 3 0.0
(Formerly 076.286) An introduction to the interacting roles of heredity, culture and environment in human families and populations. Introduces the biological bases for variation within/between

human populations. Students may not hold credit for both ANTH 2860 (076.286) and ANTH 2861. Prerequisite: [a grade of "C" or better in one of: ANTH 1210 (076.121) or ANTH 1211 (076.121) or the former 076.120] or written consent of instructor.

NET CHANGE IN CREDIT HOURS: 0.0

Asian Studies

Deletion of lapsed courses:

ASIA 2360 Mandarin Comprehension Cr.Hrs. 6	-6.0
ASIA 2790 Intermediate Hindu-Urdu Cr.Hrs. 6	-6.0

NET CHANGE IN CREDIT HOURS: -12.0

Economics

Deletion of lapsed courses:

ECON 2270 European Economic History Cr.Hrs. 6	-6.0
ECON 2490 Economic Accounting Cr.Hrs. 3	-3.0
ECON 2480 Economics of the European Union Cr.Hrs.3	-3.0
ECON 4470 Natural Resources Economics Cr.Hrs. 6	-6.0
ECON 4710 Topics in Microeconomics of Uncertainty and Optimization Over Time Cr.Hrs. 3	-3.0

NET CHANGE IN CREDIT HOURS: -21.0

English, Film, and Theatre

Deletion of lapsed courses:

ENGL 2930 International Literature Cr.Hrs. 3	-3.0
ENGL 3930 Studies in International Literature Cr.Hrs. 6	-6.0
ENGL 3950 Short Fiction 2 Cr.Hrs. 3	-3.0
ENGL 4650 Honours Seminar 3 Cr.Hrs. 3	-3.0

NET CHANGE IN CREDIT HOURS: -15.0

German and Slavic Studies

Deletion of lapsed courses (see lapsed course report):

GRMN 2150 Independent Studies in German Cr.Hrs. 3	-3.0
GRMN 3580 Independent Studies in German Cr.Hrs. 3	-3.0
RUSN 2760 The Silver Age of Russian Literature Cr.Hrs. 3	-3.0
RUSN 4630 Selected Topics 2 Cr.Hrs. 3	-3.0
SLAV 2240 East European Literature 1 Cr.Hrs. 3	-3.0

SLAV 2250 East European Literature 2 Cr.Hrs. 3 -3.0
UKRN 4650 Selected Topics 2 Cr.Hrs. 3 -3.0

NET CHANGE IN CREDIT HOURS: -21.0

History

Deletion of lapsed courses:

HIST 2710 Women in History (G) Cr.Hrs. 6 -6.0
HIST 3030 Issues in Ukrainian History (E) Cr.Hrs.3 -3.0
HIST 3130 Issues in Social History (G) Cr.Hrs.3 -3.0
HIST 3420 History of American Foreign Policy (A) Cr.Hrs.6 -6.0
HIST 3810 The Family, Love and Marriage in Western Society, 1500-1800 (E) Cr.Hrs.6 -6.0
HIST 3820 The Women's Movement, 1850 to the Present (G) Cr.Hrs.6 -6.0
HIST 4200 Modern South Asia: Colonialism, Nationalism and Modernization (B) Cr.Hrs.6 -6.0
HIST 4410 The Renaissance (E) Cr.Hrs.6 -6.0
HIST 4700 Canada, 1896 to the Present (C) Cr.Hrs. 6 -6.0
HIST 4720 History of Manitoba (C) Cr.Hrs.6 -6.0

Introduction:

HIST 2502 The Modern Middle East: A Critical Survey (R) Cr.Hrs. 6 +6.0
Survey of the major issues in the history of the modern Middle East. Emphasis on understanding today's social and political context in the Middle East through the lens of history. Students may not hold credit for both HIST 2502 and HIST 2900 with topic "The Middle East from the Rise of Islam to the Nation State".

NET CHANGE IN CREDIT HOURS: -48.0

Judaic Studies

Deletion of lapsed courses:

JUD 2290 History of Jewish Thought Cr.Hrs. 6 -6.0
JUD 2300 The Makers of Modern Judaism Cr.Hrs. 6 -6.0

Introduction:

ARA 3000 Advanced Arabic Cr.Hrs. 6 +6.0
(Lab required) Students who have already mastered beginning and intermediate vocabulary and grammar will learn to use the language in a broader cultural context, developing their skills in reading and writing Arabic. The course utilizes communication-based activities and interactive learning techniques. Prerequisite: [a grade of "C" or better in ARA 2000] or written consent of instructor.

NET CHANGE IN CREDIT HOURS: -6.0

Program modification (Judaic Studies):

Judaic Studies

2012-2013 Undergraduate Calendar

- **Revision to List A**

Added material

~~Deleted material~~

List A **Courses Acceptable for Judaic Studies Credit**

With written consent of the program coordinator courses not on this list may be taken for credit if they include sufficient Judaic Studies content.

Course No.		Credit Hours
Faculty of Arts		
Classics		
CLAS 3260	Hellenistic Civilization: History and Archaeology	3
GRK 2810	Prose Writings of the Hellenistic and Greco-Roman Periods	3
German and Slavic Studies		
GRMN 3260	Representations of the Holocaust	3
GRMN 3262	Representations of the Holocaust in English Translation	3
UKRN 2820	Holodomor and Holocaust in Ukrainian Literature and Culture	3
History		
HIST 2240	History of Antisemitism and the Holocaust (E)	6
HIST 2250	Social History of the Jews: Antiquity to Present (G)	6
HIST 3062	German and German-Jewish History, 1618 to the Present (E)	6
HIST 3064	German and German-Jewish History, 1618-1900 (E)	3
HIST 3066	German and German-Jewish History, 1900 to the Present (E)	3
HIST 4500	Jewish and European History and Historiography (E)	6
Political Studies		
POLS 3340	Middle East Politics	3
Religion		
RLGN 1120	Biblical Hebrew (A)	6
RLGN 1390	Readings in Biblical Hebrew 1 (A)	3
RLGN 1400	Readings in Biblical Hebrew 2 (A)	3
RLGN 2140	Introduction to Judaism (A)	3
RLGN 2150	The Talmud (A)	3
RLGN 2160	Introduction to Hebrew Scriptures (A)	3
RLGN 2231	Étude de l'Ancien Testament (A)	6
RLGN 2760	Rabbinic Judaism (A)	3
RLGN 2770	Contemporary Judaism (A)	3
RLGN 3280	Hasidism (A)	3
RLGN 3790	Prophets of Ancient Israel (A)	6
RLGN 3800	Selected Old Testament Literature and Themes (A)	6
RLGN 3824	Kabbalah (A)	3
RLGN 3830	The Bible as Story (A)	3
RLGN 4300	Advanced Topics in Judaism (A)	3

Labour Studies

Program Modification:

Labour Studies

2013-2014 Undergraduate Calendar

- **Revision to List of Electives**

Added material

~~Deleted material~~

List of Electives

The following courses may be selected to fulfill the requirements for a degree in Labour Studies (see the table above for details). Other courses might be chosen for this purpose, in accordance with students' individual interests, but require advance permission from the Labour Studies coordinator. Students are responsible for ensuring that all prerequisites have been met. In the following list (H) indicates an Honours course.

Faculty of Arts

Economics		
ECON 2280	Social Welfare and Human Resources	6
ECON 2350	Community Economic Development	3
ECON 2360*	Women in the Canadian Economy	6
ECON 2362	Economics of Gender	3
ECON 2500*	Labour and Technology (same as former Labour Studies LABR 2450)	3
ECON 2540	Political Economy 1: Production and Distribution	3
ECON 2550	Political Economy 2: Economic Growth and Fluctuations in a Global Economic Environment	3
ECON 3170	Introduction to Quantitative Methods in Economics	3
ECON 3300	Canadian Economic History	6
ECON 3360*	Labour Economics	6
ECON 3362	Labour Economics 1	3
ECON 3364	Labour Economics 2	3
ECON 3510	Industrial Relations (same as Labour Studies LABR 3510)	6
ECON 3660	Economic Ideas and Social Institutions	6
History		
HIST 2282	Inventing Canada (C)	3
HIST 2284	Democracy and Dissent: Contesting Canada (C)	3
HIST 2286	Modern Canada (C)	3
HIST 2670	History of Capitalism (M)	3
HIST 2671	Histoire du capitalisme (M)	3
HIST 2680	A History of Socialism from the French Revolution to the Present (M)	3
HIST 2690*	The Common People in Industrial Society (G)	6
HIST 2710	Women in History (G)	6
HIST 2720	The World Since 1945 (G,M)	6
HIST 2970*	Modern Canada: 1921 to the Present (C)	6
HIST 2971	Le Canada moderne: de 1921 à nos jours (C) (€USB)	6
HIST 3050	Canada since 1945 (C)	6
HIST 3210	The History of Popular Radicalism in the Twentieth Century (M)	6
HIST 3570*	History of Women in Canada (C)	6
HIST 3572	The History of Women, Gender, and Sexuality in Canada (C)	6
HIST 3700	History of Working People and Labour Movements 1700 to the Present (G) (same as Labour Studies LABR 3700)	6
HIST 3730	A History of Western Canada (C)	6
HIST 3800	History of Winnipeg from 1870-2000 (C)	3
HIST 4030*	The History of Communism and Socialism since 1945 (M) (H)	6
Native Studies		
NATV 3320*	Aboriginal Organizations	3
Philosophy		
PHIL 2290	Ethics and Society	6
PHIL 2830	Business Ethics	3
PHIL 3710*	Critiques of Contemporary Society	6
Political Studies		
POLS 3470	Canadian Public Management	3
POLS 3570	Administrative Theory in the Public Sector	3
POLS 3810	Introduction to Marxism	3
POLS 4370	Comparative Public Administration (H)	3
POLS 4570*	Public Organizational Management (H)	6
POLS 4660	The State in the Economy (H)	6
019.487*	Government and Public Sector Unionism (H)	3
Psychology		
PSYC 3510*	Organizational Psychology	3
PSYC 3600*	Environmental Psychology	3
Sociology		
SOC 2290	Introduction to Research Methods	6
SOC 3370	Sociology of Work	3
SOC 3371	Sociologie du travail (€USB)	3
SOC 3380	Power, Politics and the Welfare State	3
SOC 3470*	Political Sociology	3
SOC 3471	Sociologie politique (€USB)	3
SOC 3820	Qualitative and Historical Methods in Sociology	3
SOC 3870*	Social Inequality	3
SOC 3871	Inégalités sociales (€USB)	3
SOC 3890	Power and Inequality in Comparative Perspective	3
Women's and Gender Studies		
WOMN 2500	Race, Class and Sexuality	3
WOMN 3550	Feminist Community Organizing: Theories and Practices	3

I.H. Asper School of Business (Faculty of Management)

Business Administration		
GMGT 2030*	Administrative Theory	3
GMGT 2060	Management and Organizational Theory	3
GMGT 2070	Introduction to Organizational Behaviour	3
GMGT 2080*	Introduction to Management and Organization Theory	3
GMGT 3030	Contemporary Social Issues in Business	3
GMGT 4210	Seminar in Management and Capitalism	3
HRIR 2440	Human Resource Management	3
HRIR 3430	Selected Topics in Industrial Relations	3
HRIR 3450	Labour and Employment Relations (or the former 027.341)	3
HRIR 4420	Compensation	3
HRIR 4480	Collective Bargaining and Administration	3
HRIR 4520	Comparative Industrial Relations and Human Resource Management	3
Interdepartmental Courses		
IDM 3000*	Aboriginal Business Context: Influences and Impacts	3
IDM 4090*	Aboriginal Business Leadership	3

* Indicates course no longer offered.

For course descriptions, see departmental listings.

Latin American Studies:

Program modification:

Latin American Studies
2013-2014 Undergraduate Calendar

- **Revisions to Minor (Concentration) Program**

Added material
~~Deleted material~~

A Minor (Concentration) in Latin American Studies consists of at least 18 credit hours from a **minimum of two different departments chosen from the following list**.

Faculty of Arts		
Anthropology		
ANTH 2690	Peoples and Cultures of Contemporary Latin America (B)	3
~~Economics~~		
~~ECON 3390*~~	~~Development Economics~~	~~6~~
~~ECON 3392~~	~~An Introduction to Development Economics~~	~~3~~
~~ECON 3394~~	~~Development Economics: Problems and Policies~~	~~3~~
History		
HIST 2140	Colonial Latin America (A)	3
HIST 2150	Independent Latin America (A)	3
HIST 3020	South America Since 1945 (A)	3
HIST 3040	Mexico, Central America, and Cuba Since 1945 (A)	3
HIST 4870	Contemporary Latin America (A)	6
French, Spanish and Italian		
SPAN 2200	Spanish American Culture and Civilization	3
SPAN 2210	Voices and Images of Latin America	3
SPAN 2540	Spanish-American Literature 2	3
SPAN 2570	Special Studies (Acceptable for credit only when course content is on Latin American studies) [1]	3
SPAN 3080	Contemporary Latin American Novel	3
SPAN 3270	Special Studies (Acceptable for credit only when course content is on Latin American studies) [1]	3
SPAN 3300	Cinema and Literature	3
SPAN 3320	Testimony and Human Rights in Latin America	3
SPAN 3780	Short Fiction in Spanish	3
SPAN 3790	Latin American Cinema and Society	3
~~**Clayton H. Riddell Faculty of Environment, Earth, and Resources**~~		
~~Geography~~		
~~GEOG 2350*~~	~~Latin America (A)~~	~~6~~
History		
HIST 2900	Topics in Social History (G) (Acceptable for credit only when course content is on Latin American studies)[1]	6
HIST 3110	Topics in History 1 (G) (Acceptable for credit only when course content is on Latin American studies) [1]	3
HIST 3120	Topics in History 2 (G) (Acceptable for credit only when course content is on Latin American studies) [1]	3
HIST 3130	Issues in Social History (G) (Acceptable for credit only when course content is on Latin American studies) [1]	3
HIST 3740	Topics in Latin American History (A)	3
HIST 4000	Topics in History (G) (Acceptable for credit only when course content is on Latin American studies) [1]	3
HIST 4150	The Social History of the Latin American State (1492-2005) (A)	6

NOTE:
[1] Written consent of program coordinator required to use course in the Minor (Concentration).

~~* Indicates course no longer offered.~~

~~Knowledge of the Spanish language is not required since the literature on Latin America in English is extensive and adequate. However, the Latin American literature courses offered by the Department of French, Spanish and Italian require a reading knowledge of Spanish.~~

For entry to the Minor (Concentration) in Latin American Studies, the prerequisite is a grade of "C" or better in six credit hours from the approved list.

For entry, continuation and graduation requirements for the General Degree, Advanced Degree and Honours Degree, see Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs.

For course descriptions, see departmental listings.

Political Studies

Introductions:

POLS 3270 Theories of the Capitalist World Order Cr.Hrs. 3 +3.0
A critical survey of major theories that have successively dominated understandings of the modern capitalist world order including mercantilism, free trade, imperialism, hegemonic stability theory, globalization, regionalism, empire and multipolarity, paying particular attention to the political economy underlying each. Prerequisite: [a grade of "C" or better in POLS 2040 (019.204) or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 4200 Politics of Development Cr.Hrs. 3 +3.0
A survey of the problems and prospects facing developing countries with a particular focus on the changes in international economic governance in the aftermath of the financial crisis and the Great Recession, the role of the state in development and the political economy of emerging economies. Students may not hold credit for both POLS 4200 and POLS 4160 when titled "Politics of Development." Prerequisite: written consent of instructor or department head.

Modifications:

POLS 1500 Introduction to Politics Cr.Hrs. 6 0.0
(Formerly 019.150) A survey and appraisal of contemporary ideology, government, and international problems. Students may not hold credit for POLS 1500 (019.150) and any of: POLS 1503 or POLS 1505 or the former POLS 1501 (019.150).

POLS 2040 Introduction to International Relations Cr.Hrs. 6 0.0
(Formerly 019.204) An introduction to the analysis of international political action and interaction. The course examines the manner in which the foreign policies of states are formulated and the conflict, competition and cooperation produced by state interaction. Examples are drawn mainly from international events since 1945, with appropriate references to earlier periods. Students may not hold credit for POLS 2040 (019.204) and any of: POLS 2043 or POLS 2045 or the former POLS 2041 (019.204).

POLS 2510 Great Political Thinkers Cr.Hrs. 6 0.0
(Formerly 019.251) A survey and evaluation of major political theorists from ancient to modern times. Students may not hold credit for POLS 2510 (019.251) and any of: POLS 2513 or POLS 2515 or the former POLS 2511 (019.251).

POLS 3160 Human Rights and Civil Liberties Cr.Hrs. 3 0.0
(Formerly 019.316) An examination of the foundations of modern human rights systems in liberal democracies. Topics addressed include the main philosophical arguments on human rights, dominant legal theories of rights, and international conventions and systems of human rights protection. Prerequisite: [a grade of "C" or better in one of: POLS 2510 (019.251) or POLS 2515 or the former POLS 2511 (019.251)] or written consent of instructor or department head.

POLS 3200 International Security and Conflict Management Cr.Hrs. 6 0.0
(Formerly 019.320) A study of contemporary world conflict, conflict management, and issues of global security. Prerequisite: [a grade of "C" or better in POLS 2040 (019.204) or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3220 Globalization and the World Economy Cr.Hrs. 3 0.0
(Formerly 019.322) An exploration of issues relating to globalization, including regionalism, economic structures and regimes, multinational corporations, global debt, problems in the developing world, and the future for leadership in the international system. Prerequisite: [a grade of "C" or better in POLS 2040 (019.204) or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3250 International Political Economy Cr.Hrs. 3 0.0
(Formerly 019.325) A survey of the relationship between political authority and the production and distribution of global wealth. Emphasis is placed on the historical development of international political economy, its fundamentals, as well as major theoretical perspectives. Students may not hold credit for both POLS 3250 (019.325) and POLS 3251 (019.325). Prerequisite: [a grade of "C" or better in POLS 2040 (019.204) or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3330 Politics of the European Union Cr.Hrs. 3 0.0
A study of the creation and evolution of the "European movement" which began after World War II as well as the various stages of European integration to the present day. Topics include institutional development; economic, monetary, and political union; and the global relations of the modern EU. Students may not hold credit for both POLS 3330 and the former POLS 2430 (019.243). Prerequisite: [a grade of "C" or better in one of: POLS 2000 (019.200) or POLS 2040 (019.204) or POLS 2005 or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3520 Canadian Foreign and Defence Policy Cr.Hrs. 6 0.0
(Formerly 019.352) An examination of Canadian foreign and defence policy, with attention to contemporary events and issues. The course is designed to examine both foreign and defence policies as interdependent issues for Canadian interests. The course will assess the evolution and changing priorities of Canadian foreign and defence issues, with particular attention to Canada's relations with the United States, Europe, Asia and the Third World. Students may not hold credit for POLS 3520 (019.352) and any of: POLS 3563 or the former POLS 3561 (019.356). Prerequisite: [a grade of "C" or better in POLS 2040 (019.204) or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3570 Administrative Theory in the Public Sector Cr.Hrs. 3 0.0
A study of the fundamental principles with which to understand human behaviour inside public organizations. The course addresses a diverse but comprehensive set of historical and current theories, concepts and approaches in the field of public administration. Prerequisite: [a grade of "C" or better in one of: POLS 2000 (019.200) or POLS 2070 (019.207) or POLS 3470 or POLS 2005 or POLS 2571 (019.257) or the former POLS 2570 (019.257)] or written consent of instructor or department head.

POLS 3600 Political Concepts Cr.Hrs. 3 0.0
(Formerly 019.360) An exposition and analysis of the role and meaning of terms central to political discourse. Among concepts to be studied are power, community, justice, freedom, equality and obligation. Prerequisite: [a grade of "C" or better in POLS 2510 (019.251) or POLS 2515 or the former POLS 2511 (019.251)] or written consent of instructor or department head.

POLS 3640 Comparative Defence Policy Cr.Hrs. 3 0.0
(Formerly 019.364) The examination within a comparative framework of the factors determining the making and implementation of the defence policies of a number of representative and

significant countries. Prerequisite: [a grade of "C" or better in POLS 2040 (019.204) or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3710 Distributive Justice Cr.Hrs. 3 0.0
A study of the question of whether, and to what extent, inequalities of various kinds are compatible with the demands of both justice and community. This course examines contending answers to the question by investigating classical and/or contemporary theories of distributive justice. Prerequisite: a grade of "C" or better in POLS 2510 (019.251) or POLS 2515 or the former POLS 2511 (019.251).

POLS 3720 Politics, Government and Society in Ukraine Cr.Hrs. 3 0.0
An analysis of political transition and development in Ukraine. Ukraine's international relations will also be examined. Students may not hold credit for both POLS 3720 and POLS 3140 (019.314) when offered with the topic "Government Politics in Ukraine" or the former POLS 2920 (019.292). Prerequisite: [a grade of "C" or better in one of: POLS 2000 (019.200) or POLS 2040 (019.204) or POLS 2005 or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3840 Approaches to the Study of International Relations Cr.Hrs. 3 0.0
(Formerly 019.384) An overview of the various competing theoretical approaches used in the analysis of international relations, as well as the methodologies used by international politics analysts. Students may not hold credit for both POLS 3840 (019.384) and POLS 3841. Prerequisite: [a grade of "C" or better in POLS 2040 (019.204) or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3880 Comparative Foreign Policy Cr.Hrs. 3 0.0
(Formerly 019.388) A comparative study of the factors affecting foreign policy in selected countries including, but not limited to, Canada, the United States, Russia, China, Japan, Great Britain, France, and Germany. The course also includes an examination of international, regional, and domestic factors affecting the creation of foreign policy by states. Prerequisite: [a grade of "C" or better in POLS 2040 (019.204) or POLS 2045 or the former POLS 2041 (019.204)] or written consent of instructor or department head.

POLS 3920 American Politics Cr.Hrs. 6 0.0
(Formerly 019.392) An examination of institutions, processes, public policies, and current public affairs in the United States. Prerequisite: [a grade of “C” or better in POLS 2000 (019.200) or POLS 2005] or written consent of instructor or department head.

POLS 3950 Research Methods in the Study of Politics Cr.Hrs. 3 0.0
(Formerly 019.395) An introduction to the major quantitative and qualitative research strategies employed in the study of politics. The topics addressed include interviewing, content analysis, comparative studies, survey design, sampling, research ethics and basic statistical analysis. Students may not hold credit for POLS 3950 (or 019.395) and any of: POLS 3951 or the former 019.390. Prerequisite: [a grade of "C" or better in six credit hours of Political Studies at the 2000 level] or written consent of instructor or department head.

NET CHANGE IN CREDIT HOURS: +6.0

Psychology

Introductions:

PSYC 3110 Research in Social Psychology Cr.Hrs. 3 +3.0
This course will provide an introduction to conducting research in social psychology. Students will gain experience in all facets of the research process including experimental design and preparation, human ethical review, data collection and analysis, and report writing. Activities may include research critiques, research proposals, individual and/or group research projects and presentations, and research reports. Prerequisites: [a grade of "C" or better in PSYC 2260 (017.226) or PSYC 2261 (017.226)] and [a grade of "C" or better in one of: PSYC 2410 (017.241) or PSYC 2411 (017.241) or PSYC 2420 (017.242) or PSYC 2421 (017.242)].

PSYC 4650 The Self and Social Perception Cr.Hrs. 3 +3.0
This course examines: I) bases of self-knowledge such as social comparison, feedback from others, and introspection, 2) recent perspectives on the nature of the self-concept and self-presentation, and 3) motivational and cognitive mechanisms guiding self-relevant information processing. Activities may include participating in class discussions, giving presentations, writing several short papers and a research proposal. Students may not hold credit for both PSYC 4650 and PSYC 4590 (017.450) when titled "Self and Social Perception." Prerequisites: [a grade of "C" or better in PSYC 2410 (017.241) or PSYC 2411 (017.241)] and written consent of department head.

PSYC 4660 Intergroup Relations Cr.Hrs. 3 +3.0
This course examines intergroup relations from a social psychological perspective. Key topics include sources of prejudice and discrimination, the "target's" perspective, and strategies for reducing prejudice and discrimination. Activities may include participating in class discussions, giving presentations, and writing several short papers and a research proposal. Students may not hold credit for both PSYC 4660 and PSYC 4540 (017.454) when titled "Intergroup Relations." Prerequisites: [a grade of "C" or better in PSYC 2420 (017.242) or PSYC 2421 (017.242)] and written consent of department head.

Modifications:

PSYC 3130 Introduction to Health Psychology Cr.Hrs. 3 0.0
This course offers a survey of psychological issues in health and illness. Major topics will include the biopsychosocial approach, mental models of illness, pain, stress and coping, health-damaging and health-promoting behaviours, and psychological issues in medical care. Students may not hold credit for PSYC 3130 and any of: PSYC 3131 or PSYC 3530 when titled "Health Psychology." Prerequisite: [a grade of "C" or better in PSYC 1200 (017.120) or PSYC 1201 (017.120), or a grade of "C" or better in both PSYC 1211 (017.121) and PSYC 1221 (017.122)] and [a grade of "C" or better in three credit hours of 2000 level Psychology courses].

PSYC 4562 Social Psychology and Health Cr.Hrs. 3 0.0
This course uses theories and concepts from social/personality psychology to gain a better appreciation of what health is and how to achieve it, at the individual and population levels. Students may not hold credit for both PSYC 4562 and PSYC 4540 (017.454) with the topic "Social Psychology and Health." Prerequisite: [a grade of "C" or better in one of: PSYC 2410 (017.241) or PSYC 2411 (017.241) or PSYC 2420 (017.242) or PSYC 2421 (017.242) or PSYC 3130 or PSYC 3131 or PSYC 3450 (017.345) or PSYC 3451 (017.345)] and written consent of department head.

NET CHANGE IN CREDIT HOURS: +9.0

Religion

Deletion of lapsed courses:

RLGN 2070 Indigenous World Religions (B) Cr.Hrs. 6	-6.0
RLGN 2410 Religion in Canada (C) Cr.Hrs. 3	-3.0
RLGN 2510 Mennonite Studies (C) Cr.Hrs. 6	-6.0
RLGN 2640 Anti-Semitism and Christianity (A) Cr.Hrs. 3	-3.0
RLGN 3570 Major Thinkers in the Eastern Christian Tradition (A) Cr.Hrs. 6	-6.0
RLGN 4070 Prophets and/or Revolutionaries: Christianity and Political Culture since 1500 (C) Cr.Hrs. 3	-3.0
RLGN 4130 Calvin and the Rise of Anglicanism (A) Cr.Hrs. 3	-3.0
RLGN 4140 Luther and the Rise of Anabaptism (A) Cr.Hrs. 3	-3.0
RLGN 4150 The Religious Thought of St. Thomas Aquinas and the Study of Religion (A) Cr.Hrs. 3	-3.0

Introduction:

RLGN 4300 Advanced Topics in Judaism Cr.Hrs. 3 +3.0

An in-depth study of selected Jewish texts from the fields of halakhah, aggadah or spirituality, drawing on various theoretical perspectives. As the course content will vary from term to term, students may take this course more than once for credit. Prerequisite: Written consent of department head.

NET CHANGE IN CREDIT HOURS: -33.0

Program Modification (Religion):

Religion

2012-2013 Undergraduate Calendar

- **Revision to Program Notes**

Added material

~~Deleted material~~

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
HONOURS SINGLE[1, 2, 3]			
6 credit hours in Religion courses	• 18 credit hours in Religion courses numbered at the 2000 level • 12 credit hours in ancillary options	• 12 credit hours in Religion courses numbered at the 3000 level • 6 credit hours in Religion courses numbered at the 4000 level • 6 credit hours in ancillary options	• 18 credit hours in Religion courses numbered at the 4000 level • 6 credit hours in ancillary options
HONOURS DOUBLE[1, 2, 3]			
6 credit hours in Religion courses	• 12 credit hours in Religion courses numbered at the 2000 level • 12 credit hours in other Honours field 6 credit hours in ancillary options	• 6 credit hours in Religion courses numbered at the 3000 level • 6 credit hours in Religion courses numbered at the 4000 level • 12 credit hours in other Honours field	• 12 credit hours in Religion courses numbered at the 4000 level • 12 credit hours in other Honours field

NOTES:

[1] Honours students will be expected to obtain six credit hours in each of the study areas B and C. In addition, for purposes of the Honours program, study area A is divided into two parts: (a) Bible and (b) the history of Western religion. Normally an Honours student will be expected to obtain six credit hours in each of those two parts.

The following courses satisfy Western Religious Traditions (A - Bible): RLGN 1120, RLGN 1390, RLGN 1400, RLGN 2150, RLGN 2160, RLGN 2170, RLGN 2760, RLGN 3200, RLGN 3240, RLGN 3780, RLGN 3800, RLGN 3824, RLGN 3830.

The following courses satisfy Western Religious Traditions (A – History of Western Religion): RLGN 1350, RLGN 2036, RLGN 2040, RLGN 2050, RLGN 2140, RLGN 2520, RLGN 2530, RLGN 2550, RLGN 2560, RLGN 2640, RLGN 2730, RLGN 2770, RLGN 2840, RLGN 2850, RLGN 3280, RLGN 3570, RLGN 3640, RLGN 3870, RLGN 4130, RLGN 4140, RLGN 4150, RLGN 4200, RLGN 4280, RLGN 4300.

[2] Ancillary options are courses taken from outside the Honours field of study.

[3] Honours courses: all 4000 level courses.

Sociology

Deletion of lapsed courses:

SOC 3510 Population Dynamics and Change Cr.Hrs. 3 -3.0
SOC 3640 Families in Societal Crisis Cr.Hrs. 3 -3.0

Introduction:

SOC 3410 Critical Victimology Cr.Hrs. 3 +3.0
Through investigating a variety of theoretical perspectives, this course fosters an appreciation of forms of and factors leading to victimization and the experiences of victims in the criminal justice system. Students may not hold credit for both SOC 3410 and SOC 3740 when titled “Victims and the Criminal Justice System.” Prerequisite: [a grade of "C" or better in SOC 2510 (077.251) or SOC 2511 (077.251)] or written consent of the department head.

NET CHANGE IN CREDIT HOURS: -3.0

Program modification (Sociology):

Criminology

- **Modifying Criminology General Major and Single Honours (pending implementation) Programs**

Added material

~~Deleted material~~

YEAR 1	YEAR 2	YEAR 3	YEAR 4
GENERAL MAJOR CRIMINOLOGY TOTAL: 30 CREDIT HOURS			
SOC 1200 or SOC 1211 and SOC 1221	SOC 2290, SOC 2510, SOC 2610	12 credit hours from SOC 3100, SOC 3310, SOC 3400, SOC 3410, SOC 3700, SOC 3710, SOC 3720, SOC 3740, SOC 3750, SOC 3790, SOC 3830, SOC 3850, SOC 3860, SOC 3880	
SINGLE HONOURS CRIMINOLOGY[1] **(PENDING IMPLEMENTATION)**			
SOC 1200 or SOC 1211 and SOC 1221	• S0C 2010, SOC 2220, SOC 2290, SOC 2510, SOC 2610 • 12 credit hours in ancillary options	• 3 credit hours of criminology-related theory courses from SOC 3310 or SOC 3700 • 3 credit hours[2] of criminology or sociology-related theory courses from SOC 3310, SOC 3330, SOC 3350, SOC 3360, SOC 3380, SOC 3390, SOC 3700 • 12 credit hours[2] from SOC 3100, SOC 3310, SOC 3400, SOC 3410, SOC 3700, SOC 3710, SOC 3720, SOC 3740, SOC 3750, SOC 3790, SOC 3830, SOC 3850, SOC 3860, SOC 3880 • 12 credit hours in ancillary options	• SOC 4450, SOC 4570, SOC 4490 • 3 credit hours of research methods courses from SOC 3820 or SOC 4580 • 3 credit hours of advanced theory courses from SOC 4460, SOC 4560 • 12 credit hours in ancillary options

NOTES:

[1] Ancillary options are courses taken from outside the Honours field of study.
[2] These courses can include ~~SOC 3100,~~ SOC 3310 or SOC 3700 if not already completed as a criminology or sociology-related theory requirement.

Faculty of Education

Educational Administration, Foundation and Psychology

Modification:

EDUA 5670 Strategies for Organizing Inclusive Classrooms and Schools Cr.Hrs. 3 0.0
An examination of the organization and implementation of school-wide supports for access, learning, socialization, behaviour, family liaison, clinical engagement, and community services. Organizational strategies to enhance consultation, cooperation, collaboration and professional development are included. Not to be held with EDUA 5671 or the former 043.540. Pre- or corequisites: (EDUA 5600 or EDUA 5601 (129.560)(C) or equivalent].

NET CHANGE IN CREDIT HOURS: 0.0

Faculty of Human Ecology

Family Social Sciences

Introduction:

FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health Cr.Hrs. 3 +3.0
This course examines the local and global challenges regarding the health care and health care needs of Indigenous peoples, with particular attention to childbearing women, new mothers, and young children. Interdisciplinary theories and methods applied to the study of Indigenous peoples are critically evaluated from Indigenous and social justice perspectives. Prerequisite: FMLY 2350 or NURS 3330 or NATV 1220 or NATV 1240.

NET CHANGE IN CREDIT HOURS: +3.0

Program modification:

The department is proposing a modification to the Child Youth Developmental Health Option, of the Bachelor of Human Ecology (Family Social Sciences), to require that students complete one of FMLY 3330 Parenting and Developmental Health, or FMLY 4604 Children in Adversity, or FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health

4.4 Child and Youth Developmental Health Option

FMLY 2600 Foundations of Childhood Developmental Health (3)
FMLY 3600 Adolescents in Families and Societies (3)
FMLY 3330 Parenting and Developmental Health (3) or FMLY 4604 Children in Adversity (3) **or FMLY 4606 A Social Justice Perspective on Indigenous Maternal and Child Health (3)**

At least nine (9) credit hours from:

ANTH 2300 Anthropology of Childhood
FMLY 2800 Family Violence
FMLY 3610 Developmental Health of Children and Youth
FMLY 3800 Conflict Resolution in the Family
FMLY 3802 Intimate Partner Violence
FMLY 3806 Children, Violence and Rights
FMLY 4330 Management of Family Stress
FMLY 4602 Family Relationships, Health and Well-Being
FMLY 4480 Work and Family Issues
HNSC 1210 Nutrition for Health and Changing Lifestyles
HNSC 2130 Nutrition through the Life Cycle
NURS 4440 Health Promotion in the Community
NURS 4420 Prevention of Illness
PSYC 2310 Adolescent Development
PSYC 2370 Developmental Psychology from Adolescence to Old Age
PSYC 2440 Behaviour Modification Principles
PSYC 2450 Behaviour Modification Applications
PSYC 2860 Language Acquisition
PSYC 3360 Experimental Child Psychology
SOC 3830 Youth, Crime and Society

Program modification:

The department is proposing a modification to the Family Economic Health Option, of the Bachelor of Human Ecology (Family Social Sciences), to replace GMGT 2030 on the list of elective choices with GMGT 2070.

Elective Choices

For the Family, Economic Health

at least 9 credit hours from (at least 3 credit hours must be selected from courses numbered 3000 or 4000):

ACC 1100	Introductory Financial Accounting
ACC 1110	Introductory Managerial Accounting *(ACC 1100)*
ANTH 2650	Culture and the Individual *('C' in one of ANTH 1220 or 1520)*
ANTH 2430	Ecology, Technology and Society
ECON 2280	Social Welfare and Human Resources *('C' in ECON 1010 & 1020)*
ECON 2310	Canadian Economic Problems *('C' in ECON 1010 & 1020)*
ECON 2350	Community Economic Development *('C' in ECON 1010 & 1020 or ECON 1210 & 1220)*
ECON 2360	Women in the Canadian Economy
ECON 2390	Introduction to Environmental Economics *('C' in ECON 1010 & 1020 or ECON 1210 & 1220)*
ECON 2400	Introduction to Energy Economics *('C' in ECON 1010 & 1020 or ECON 1210 & 1220)*
ECON 2540	Political Economy 1: Production and Distribution *('C' in ECON 1010 & 1020 or ECON 1210 & 1220)*
ECON 2550	Political Economy 2: Economic Growth and Fluctuations in a Global Economic Environment *(ECON 1010 & 1020 or ECON 1210 & 1220)*
ECON 3392	Introduction to the Development of Economics *("C" or better in ECON 2450 or ECON 2451 or ECON 2700 and "C" or better in ECON 2470 or ECON 2471 or ECON 2800)*
ECON 3394	Development Economics: Problems and Policies *("C" or better in ECON 2450 or ECON 2451 or ECON 2700 and "C" or better in ECON 2470 or ECON 2471 or ECON 2800 and "C" or better in ECON 3392 or ECON 2630)*
ECON 3720	Urban and Regional Economics and Policies *('C' in ECON 1010 & 1020, or both ECON 1210 and ECON 1220, or LABR 1270)*
FIN 2200	Corporation Finance *(ACC 1100 & ECON 1010 & 1020)*
FIN 3420	Security Analysis *(C+ or higher in ACC 2200)*
GEOG 1280	Introduction to Human Geography
GEOG 2210	Economic Geography *('C' in GEOG 1200 or GEOG 1280)*
~~GMGT 2030~~	~~Administrative Theory~~ GMGT 2070 Organizational Behaviour
HRIR 2440	Human Resource Management
HNSC 1210	Nutrition for Health and Changing Lifestyles
HNSC 2130	Nutrition through the Life Cycle *(HNSC 1210)*
IDM 3000	Aboriginal Business Context: Influences and Impacts *(NATV 1200 or NATV 1220 & NATV 1240)*
MKT 2210	Fundamentals of Marketing
MKT 3230	Consumer Behaviour *(MKT 2210)*
NATV 1200	The Native Peoples of Canada
NATV 1220	The Native Peoples of Canada, Part 1
NATV 1240	The Native Peoples of Canada, Part 2
SOC 3370	Sociology of Work *('C' in SOC 1200)*
SOC 3510	Population Dynamics and Change *('C' in SOC 1200)*
SOC 3470	Political Sociology *('C' in SOC 1200)*
SOC 3870	Social Inequality *('C' in SOC 1200)*
TXSC 1600	Textiles for Living
TXSC 1610	Textiles, Product and Consumers
TXSC 2600	Textiles for Apparel End Uses *('C' in TXSC 1600; TXSC 1610, 3 credit hours of 1000-level chemistry)*
TXSC 2610	Textiles for Non Apparel End Uses *('C' in TXSC 1600; TXSC 1610, 3 credit hours of 1000-level chemistry)*
TXSC 2620	Consumer and Organizational Behaviour toward Textile Products *(TXSC 2600 & TSXC 2610)*
TXSC 3600	Global Apparel and Textiles Trade *(TXSC 2620; ECON 1010 & 1020 or 1210 and 1220; HMEC 2000)*
FMLY 4400	Family Economics, Poverty and Wealth *(FMLY 2400 & ECON 1010 & 1020 or 1210 or 1220)*
FMLY 4602	Family Relationships, Health & Well-Being *(FMLY 3600)*
FMLY 3240	Families in Later Years *(FMLY 1010 and 1020 or PSYC 1200 OR SOC 1200)*
FMLY 3610	Developmental Health of Children and Youth *(FMLY 2600)*
FMLY 3012	Theories of Social Development *(FMLY 1012, Not to be held with FMLY 4900)*
FMLY 4012	Social Development Policies *(FMLY 1012, Not to be held with FMLY 3900)*
NURS 4240	Health Promotion in the Community

Note 1. Any non-required FMLY course is a Department Elective.

Note 2. Outside electives are courses from outside the Faculty of Human Ecology. Students who take ECON 1010 & 1020 Principles of Economics (6 cr. hours) will need to take 12 credit hours of outside electives. Students who take ECON 1210 Introduction to Canadian Economic Issues and Policies or ECON 1220 Introduction to Global and Environmental Economic Issues and Policies (3 cr. hours) will need to take 15 credit hours of outside electives.

Note 3. Free Electives can be taken from the Department of Family Social Sciences, the Faculty of Human Ecology, or other faculties at the University of Manitoba.

Note 4. Elective choices for 2 or more options can only be taken to satisfy the requirements from one section, ie. it cannot be used to satisfy both lists.

Note 5. ECON 1010 & 1020 may not be held with ECON 1200.

In the event of discrepancies with this document and the General Calendar, the General Calendar will prevail.
*You must have the prerequisites for any course you take. We will not override prerequisites in order to allow you to progress more quickly.

Effective date: November 2011 FEH 2

Interdisciplinary Health Program

The program is proposing modifications to the required courses for the program involving the deletion of GMGT 2030. In its place, students would be required to complete either GMGT 1010 or GMGT 2070.

Faculty of Kinesiology and Recreation Management

Introduction:

REC 3310 Cultural Tourism Cr.Hrs. 3 +3.0
This course will provide students with an understanding of various stakeholder perspectives related to visiting and operating cultural tourism attractions. The following topics will be discussed: tourists' motivations and experiences, cultural resource managers' perspectives on tourism, tourism industry leaders' viewpoint on cultural resources and the relationship between cultural producers and consumers. Prerequisite: PERS 1300 (C). May not be held with PERS 4200 Special Topics: Cultural Tourism.

Modifications:

KIN 3450 Motor Control and Learning Cr.Hrs. 3 0.0
(Lab Required) Principles underlying human motor performance and motor skill learning. May not hold for credit with PHED 3450 (057.345).

REC 4400 The Administration of Special Events Cr.Hrs. 3 0.0
Students will learn about theories and concepts that inform the study of special events and will be exposed to advanced management principles and practices and their applicability to the delivery of special events. May not be held with REC 4310 (123.431). Prerequisite: REC 2400 (C).

NET CHANGE IN CREDIT HOURS: +3.0

Faculty of Law

Deletion of lapsed course (see lapsed course report):

LAW 3500 Intellectual Property Cr.Hrs. 4 -4.0

Deletions:

LAW 3162 Dispute Resolution Cr.Hrs. 2 -2.0
LAW 3190 Law and Literature Cr.Hrs. 3 -3.0
LAW 3200 Immigration and Refugee Law Cr.Hrs. 2 -2.0
LAW 3680 Land Titles Cr.Hrs. 3 -3.0
LAW 3830 Legal Aid Clinic Cr.Hrs. 2 -2.0
LAW 3850 Conflicts of Law Cr.Hrs. 3 -3.0

Introductions:

LAW 3120 Philanthropy and the Law Cr.Hrs. 3 +3.0
This course investigates the origins of, and regulation of, charities and charity law as well the regulation of other non-profit entities. Typical topics considered in this course include the social, economic and cultural importance of an ethic of giving, the tax benefits attendant upon charitable status, dimensions of fund-raising, public and private foundations and terrorism and international charities.

LAW 3130 Poverty Law Cr. Hrs. 3 +3.0
Specific topics to be covered will include: income security, homelessness and housing, legal aid, panhandling, and anti-poverty advocates' use of international and domestic law in lobbying and test case litigation. The protections afforded by human rights instruments and procedural safeguards/administrative law will also be explored as well as the intersection of poverty with race, gender, family status, age and disability. At the end of the seminar, students will have a basic understanding both of the substantive law and of the nature of legal practice involved in the topics discussed.

LAW 3170 Dispute Resolution Cr.Hrs. 3 0.0
This course offers a detailed exploration of the theory and practice of dispute resolution focusing on the various approaches, private and court-connected, currently used to resolve conflict. In critically examining selected alternative dispute resolution mechanisms, the course exposes students to issues such as rights-based and interest-based dispute resolution, power, gender and culture in ADR processes and the functions, and skills required of, third party interveners. May not be held with LAW 3160 (045.316) or LAW 3162.

LAW 3212 Immigration and Refugee Law Cr.Hrs. 3 0.0
The refugee definition; the need for refugee protection; procedural protection for refugee claimants; a comparative study of refugee determination systems; the legality of a refugee sanctuary movement; the legal status of refugee claimants in Canada; refugee and immigrant detention; the relevance of Charter guarantees to refugees and immigrants; visa requirements and airline fines; the international system of refugee protection; racist intention and effect in immigration and refugee law; material misrepresentation as a ground of exclusion; medical inadmissibility; equivalence of Canadian and foreign criminal offenses for purposes of exclusion; the relevance of foreign laws in determining family composition of sponsored immigrants. May not be held with LAW 3200.

LAW 3832 Legal Aid Clinic Cr.Hrs. 3 0.0
(Formerly 045.383) Students who are selected to act as student supervisors at the University Law Centre during the summer and who continue to actively serve the University Law Centre during their third year may, by successfully completing a written assignment approved by a faculty supervisor, opt for the Legal Aid Clinic. May not be held with LAW 3830. Grading: Pass/Fail.

LAW 3852 Private International Law Cr.Hrs. 3 0.0
Sometimes called Conflict of Laws, it has to do with choosing what place to sue, what law applies when the law of more than one place might apply, and with the enforceability of judgements through foreign courts. May not be held with LAW 3850

Modification:

LAW 3740 Public International Law Cr.Hrs. 3 0.0
Public international law has a complex history, one that lends itself to conflicting interpretations. It has also been the object of a variety of competing theoretical projects, most of which diverge radically on questions of form and substance. This course provides an historically and theoretically reinforced introduction to the basic rules, principles, and institutions of public international law.

NET CHANGE IN CREDIT HOURS: -1.0 (or +3.0 excluding lapsed course)

I.H. Asper School of Business, Faculty of Management

I.H. Asper School of Business

The faculty is proposing modifications to the interdepartmental Aboriginal Business Studies Major, including changes to the list of required courses and to the list of optional courses eligible for credit towards the program.

Aboriginal Business Studies

The Major consists of NATV 3120 and NATV 4320 plus three credit hours from ACC 3040, ENTR 3100, ENTR 4100, FIN 3270, FIN 3470, HRIR 4410 or LEAD 2010 plus three credit hours from any course not taken from the list of ACC 3040, ENTR 3100, ENTR 4100, FIN 3270, FIN 3470, HRIR 4410, LEAD 2010 or any 3 credit hours from NATV 2100, NATV 2110, NATV 2220, NATV 3100, NATV 3160, NATV 3310, NATV 3360, NATV 3370, NATV 4200, or NATV 4220.

Note: The department of Native Studies has waived NATV 1200 as prerequisite for other NATV courses for Bachelor of Commerce students who have declared an Aboriginal Business Studies Major. NATV 1200 is still recommended for students pursuing this major as it may be used to count for “W” requirements, it will also provide student with additional background for Aboriginal business studies, and it will provide additional background for other NATV courses where it is normally a prerequisite.

Note: Prerequisites for business courses in the major will not be waived.

Accounting and Finance

Introduction:

FIN 3240 Entrepreneurial Finance Cr.Hrs. 3 +3.0
Study of entrepreneurial finance, addressing both investment and financing decisions of new ventures, covering both in theory and in practice. May not be held for credit in any program with FIN 3470 and may not be used in place of FIN 3470. Prerequisite: FIN 2200 (or 009.220) (D).

Modification:

FIN 3470 Small Business Finance Cr.Hrs. 3 0.0
Study of the financial issues faced by small business enterprises. Prerequisite: FIN 2200 (or 009.220) (D). May not be held with FIN 3240.

NET CHANGE IN CREDIT HOURS: +3.0

Actuarial Studies

Modification:

ACT 2210 Introduction to Risk Management Cr.Hrs. 3 0.0
(Formerly 010.221) Mathematical tools for the quantitative assessment of risk and their application to problems encountered in risk management. Prerequisite or Concurrent Requirement: [MATH 2750 (or 136.275) (D) or MATH 2730 (or 136.373 or 136.271) (D)]; and STAT 2400 (D); or consent of instructor.

NET CHANGE IN CREDIT HOURS: 0.0

Business Administration

Deletion of lapsed course (see lapsed course report):

GMGT 3080 Issues in Technological Change Cr.Hrs. 3 -3.0
GMGT 3170 Administration of the Public Sector Cr.Hrs. 3 -3.0
GMGT 3500 Communications: Contextual Applications Cr.Hrs. 3 -3.0
GMGT 4140 Evaluation Techniques for Management Cr.Hrs. 3 -3.0
GMGT 4150 Managing Not-For-Profit Organizations Cr.Hrs. 3 -3.0
GMGT 4160 Seminar in Business-Government Relations Cr.Hrs. 3 -3.0

Deletions:

GMGT 2030 Business Administration Cr.Hrs. 3 -3.0
GMGT 3020 Seminar in Business Administration Cr.Hrs. 3 -3.0
GMGT 4040 Advanced Organizational Theory and Behaviour Cr.Hrs. 3 -3.0

Introductions:

LEAD 3010 Negotiation and Conflict Management Cr.Hrs. 3 +3.0
Leaders are regularly called upon to manage conflict, promote cooperation, and resolve competing interests. With a focus on negotiation as a means of conflict resolution, this course blends contemporary research and theory with practical, first-hand experience. Students' effectiveness as negotiators will be developed with readings and class discussions focused on the social and psychological underpinnings of negotiation, and applied with weekly hands-on exercises, ranging from bilateral bargaining games to complex, multi-issue, multilateral negotiation scenarios. Prerequisites: Year 3 standing (or by permission of instructor).

LEAD 3020 Team Building and Diversity Cr.Hrs. 3 +3.0
The ability to work effectively with team members is crucial to individual functioning and promotion within organizations. This course examines the structure and dynamics of teams with an aim to understanding team-building, team dynamics, diversity, and managing team conflict. Part of working effectively in teams is understanding diversity and how to encourage collaboration in diverse teams. This course will therefore cover topics related to diversity and cross-cultural awareness. Equivalent to but students may not hold credit for LEAD 3020 and GMGT 3020 with topics Diversity Management and Team Building or Diversity Management or Team Building. Prerequisites: GMGT 2060 (D) [or GMGT 2080 (or 027.208) (D)] and GMGT 2070 (D) (027.207) (D).

LEAD 3030 Corporate, Social and Environmental Responsibility Cr.Hrs. 3 +3.0
This course examines the responsibilities of business that accompany maximizing shareholder wealth. This includes balancing the needs of a variety of stakeholders (including owners, employees, customers, suppliers, competitors, neighbours, future generations) among a variety of forms of well-being (e.g. financial, ecological, environmental, social, spiritual, physical). Students will learn theory and best practices. Students are encouraged to take this course in the final two years of their program of studies at the I.H. Asper School of Business. Prerequisites: GMGT 1010 (D) and GMGT 2060 (D) [or GMGT 2080 (or 027.208) (D)].

LEAD 3040 Special Topics in Leadership and Organization Cr.Hrs. 3 +3.0
The content of this course will change from year to year based on: cutting edge topics, research innovations, and trends in leadership. Example topics might include: Organizational Health and Safety; Organizational Justice; Women and Leadership; Advanced Organizational Behaviour; Advanced Organizational Theory. Prerequisites: GMGT 2060 (D) [or GMGT 2080 (027.208) (D)] and GMGT 2070 (or 027.207) (D), or by permission of instructor.

LEAD 4010 Leading Change Cr.Hrs. 3 +3.0
Organizations regularly face change due to market demands, competition, and economic pressures. The ability to lead change effectively is crucial to organizational success. This course will focus on how to: understand resistance to change, manage change processes, and support employees in times of uncertainty. Prerequisites: GMGT 2060 (D) [or GMGT 2080 (or 027.208) (D)] and GMGT 2070 (or 027.207) (D).

LEAD 4020 Leadership, Power and Politics in Organizations Cr.Hrs. 3 +3.0
This course provides students with an introduction to and understanding of effective leadership and its application to a variety of group and organizational contexts. The course will also describe and enable students to make sense of organizations as political entities and understand the use of power and social influence. The classes encourage interdisciplinary discussions of theoretical, historical, and practical elements of effective leadership and power. Through interactive lectures and experiential activities, students will have the opportunity to reflect on and develop their own leadership style, to understand how to use and manage power, and to recognize and apply social influence tactics. Students may not hold LEAD 4020 with LEAD 2010 or ARTS 1160 and the courses are not equivalent nor can they be used in place of one another. Prerequisites: GMGT 2070 (D) (or 027.207) (D).

Modifications:

ENTR 3104 Selected Topics in Small Business/Entrepreneurship Cr.Hrs. 3 0.0
A study of selected areas of recent development related to small business/entrepreneurship. Topics may include innovation and creativity, venture financing, opportunity identification and

recognition, franchising and entry strategies of new business, social entrepreneurship, international entrepreneurship and entrepreneurial histories (e.g. IDEA recipients). Prerequisite: None.

ENTR 4100 New Venture Analysis Cr.Hrs. 3 0.0
A project oriented course focusing on the identification and evaluation of viable new venture concepts and their associated risks, problems, and opportunities. Students may not hold credit for both ENTR 4100 and ENTR 2020. Students are strongly encouraged to take FIN 3240 prior to ENTR 4100. Prerequisites: MKT 2210 (or 118.221) (D) and ACC 1110 (or 009.111) (D) and [GMGT 2060 (D) (or GMGT 2080 (or 027.208) (D)] and FIN 2200 (or 009.220) (D).

GMGT 2070 Introduction to Organizational Behaviour Cr.Hrs. 3 0.0
(Formerly 027.207) Examination of the impact of human behaviour on the formal and informal organization. Topics include leadership, work groups, organizational conflict, and communications. 0.000 TO 3.000 Credit Hours Levels: Undergraduate

GMGT 3010 Management Decision Making Cr.Hrs. 3 0.0
(Formerly 027.301) Introduces students to the decision-making process and factors that enter into making decisions, including the objectives and approaches to decision-making, the basic type of managerial decisions, and exemplifications of decision in operations. Decision making will be viewed as a multi-dimensional process involving values, psychology, sociology, social psychology, and politics. The course presents a variety of perspectives useful for making and evaluating decisions in all kinds of organizations. Prerequisites: GMGT 2070 (or 027.207) (D).

NET CHANGE IN CREDIT HOURS: -9.0 (or +9.0 excluding lapsed courses)

Program modifications:

The department is proposing modifications to the **Management and Organizations Major**, including a revised name, Leadership and Organization, and changes to the list of courses eligible for the Major.

CURRENT MAJOR TITLE
Management and Organizations

NEW TITLE: Leadership and Organization

NEW DESCRIPTION OF MAJOR
The Leadership and Organization major is intended to help students develop the foundational skills necessary to become effective leaders. Being an effective leader includes the ability to: make effective decisions, build effective teams, understand diversity, build consensus, develop and implement strategy, successfully lead change, negotiate with others, understand and manage power and politics, influence others, and be responsible corporate leaders.

The Major consists of 12 hours from: GMGT 3010, LEAD 3010, LEAD 3020, LEAD 3030, LEAD 3040, LEAD 4010 AND LEAD 4020. Students entering the second year of the four year program are advised to take GMGT 2070 and GMGT 2060 (formerly GMGT 2080) since they are prerequisites to some of the advanced courses in the major.

The department is proposing modifications to the **Entrepreneurship / Small Business Major**, involving changes to the list of required courses and to the list of optional courses eligible for credit towards the program.

MAJOR TITLE
Entrepreneurship /Small Business

CALENDAR DESCRIPTION OF REVISED MAJOR
Entrepreneurship is about creating value through identifying opportunities and subsequently gathering and managing resources to exploit these opportunities. Students in the Entrepreneurship major are exposed to this process in contexts such as new venture start-up, social initiatives, small business and family business. Students will encounter questions including: What is creativity and how does it relate to entrepreneurship? What is opportunity and how do businesses start in response to perceived opportunities? How does family involvement impact the business and family? What are the governance, valuation, and financing issues related to new ventures' survival and growth?

SUMMARY OF REVISED MAJOR
The major will consist of: ENTR 3100, ENTR 4100, and FIN 3240, plus one of the following: ENTR 3102, ENTR 3104, or ENTR 3106.

Marketing

Deletion of lapsed course (see lapsed course report):

MKT 3250 Marketing Strategy Cr.Hrs. 3 -3.0

NET CHANGE IN CREDIT HOURS: -3.0

School of Medical Rehabilitation

Physical Therapy

Deletions:

PT 2780 Musculoskeletal Clinical Education Cr.Hrs. 10 -10.0

NET CHANGE IN CREDIT HOURS: -10.0

Respiratory Therapy

Deletions:

RESP 3300 Seminars in Respiratory Care Cr.Hrs. 3 -3.0
RESP 3310 Clinical Education in Intensive Care Cr.Hrs. 10 -10.0
RESP 3330 Clinical Education in Neonatal Respiratory Care Cr.Hrs. 10 -4.0
RESP 3340 Clinical Education in Maternal/Fetal Health Cr.Hrs. 1 -1.0
RESP 3380 Clinical Education in Respiratory Care Cr.Hrs. 4 -4.0

Introductions:

RESP 3410 Clinical Education in Critical Care Cr.Hrs. 8 +8.0
This course enables students to critically apply skills and concepts in the care of adult patients requiring critical respiratory care. The focus is on attainment of essential Respiratory Therapy competencies for practice. This course is evaluated on a pass/fail basis. This course is restricted to students registered in year three of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all required courses for year two of the program. May not be held with RESP 3310 (169.331).

RESP 3420 Clinical Education in Neonatal Care Cr.Hrs. 5 +5.0
This course enables students to critically apply skills and concepts in the care of infants requiring critical respiratory care in the Labor & Delivery, and Neonatal units of hospitals. The focus is on attainment of essential Respiratory Therapy competencies for practice. This course is evaluated on a pass/fail basis. This course is restricted to students registered in year three of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all required courses for year two of the program. May not be held with RESP 3330 (169.330) or RESP 3340 (169.334).

RESP 3430 Clinical Education in General Therapeutics Cr.Hrs. 6 +6.0
This course enables students to critically apply skills and concepts in the care of adult patients requiring general respiratory care (non-critical care) in the hospital setting. The focus is on

attainment of essential Respiratory Therapy competencies for practice. This course is evaluated on a pass/fail basis. This course is restricted to students registered in year three of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all required courses for year two of the program. May not be held with RESP 3380 (169.338).

RESP 3440 Current Topics in Respiratory Therapy Cr.Hrs. 6 +6.0
Focuses on current issues and topics in health and healthcare, in particular as they relate to respiratory therapy. Students complete a thorough review of the current evidence for practice and ongoing research relating to a topic of interest, and present their findings in a professional forum. This course is restricted to students registered in year three of the Bachelor of Medical Rehabilitation in Respiratory Therapy program who have completed all required courses for year two of the program. May not be held with RESP 3300 (169.330).

NET CHANGE IN CREDIT HOURS: +3.0

Program modifications (Respiratory Therapy):

Net Changes in Credit Hours in Respiratory Therapy

The courses in Year 3 of the BMR(RT) program are as follows (2013-2014):

Dept. Name	Dept Code	Course No.	Credit Hrs.
Medical Rehabilitation	REHB	3460	3
~~Respiratory Therapy~~	~~RT~~	~~3300~~	~~3~~ [course deletion]
~~Respiratory Therapy~~	~~RT~~	~~3310~~	~~10~~ [course deletion]
Respiratory Therapy	RT	3320	3
~~Respiratory Therapy~~	~~RT~~	~~3330~~	~~4~~ [course deletion]
~~Respiratory Therapy~~	~~RT~~	~~3340~~	~~1~~ [course deletion]
Respiratory Therapy	RT	3350	3
Respiratory Therapy	RT	3360	3
Respiratory Therapy	RT	3370	4
~~Respiratory Therapy~~	~~RT~~	~~3380~~	~~6~~ [course deletion]
Respiratory Therapy	RT	3410	8 [course introduction]
Respiratory Therapy	RT	3420	5 [course introduction]
Respiratory Therapy	RT	3430	6 [course introduction]
Respiratory Therapy	RT	3440	6 [course introduction]
			41 (net change +3)

Submitted by:

Andrew West
Assistant Professor and Department Head
Respiratory Therapy
School of Medical Rehabilitation

Approved:

RT Curriculum Reform Working Group: January 9, 2013
RT Program Committee: January 10, 2013
School of Medical Rehabilitation Council Executive: January 14, 2013

BMR(RT) Curriculum Reform Proposal: Implementation Plan Overview

January 2013

*	**2012 (year 2 courses) *PHASE 1a (approved by 4C's spring 2012)***	**2013 (year 3 courses) *PHASE 1b***	**2014 (Year 1 courses) *PHASE 2 DRAFT***	**2015 (Year 2 courses) *PHASE 3 DRAFT***	**2016 (Year 3 courses) *Phase 4 DRAFT***
Existing Courses (Unchanged)	*See existing curriculum*	RESP 3320 Pediatrics (3) RESP 3350 Diagnostics (3) RESP 3360 Anesthesia (3) RESP 3370 Community Care (4) REHB 3460 Health Care Admin (3)	ANAT 1030 Human Anatomy (3) RESP 1370 Ventilator Support Principles (6) RESP 1290 Pharmacology (2)	REHB 2450 Research Methods (3) RESP 2380 Basic Fieldwork 2 (4) RESP 2310 Clinical Vent Management (3) RESP 2390 Clinical Sim & Integration (6)	*See 2013 curriculum*
Course Modifications	RESP 2380 Basic Fieldwork II (4) **changed clinical weeks from 2 to 4, removed classroom contact hours*		RESP 1380 Basic Fieldwork I (4) **change to 4 weeks clinical, remove classroom contact hours*	RESP 2330 Diagnostics (3) RESP 2320 Ventilator Support Instrumentation (3)	
New Courses	RESP 2390 Clinical Integration & Simulation (6)	RESP 3440 Current Topics (6) RESP 3410 Clin Ed Critical Care (8) RESP 3430 Clin Ed Gen Therapeutics (6) RESP 3420 Clin Ed Neonatal Care (5)	Intro to Professional Practice (3) Health & Health Systems (3) Applied Physiology for RT (6) Respiratory Therapeutics I (6)	Health Promotion & Education (3) Pathophysiology (6) Physical Examination & Health Assessment (3) Respiratory Therapeutics II (6)	Comprehensive Exam/Prep (1)
Deleted Courses		*RESP 3300 Seminars in Resp Care(3)* *RESP 3310 Intensive Care (10)* *RESP 3330 Neonatal Resp Care (4)* *RESP 3340 Maternal/Fetal (1)* *RESP 3380 Respiratory Care (4)*	PHGY 1030 Medical Physiology(6) RESP 1270 Respiratory Anatomy & Physiology(3) RESP 1280 Medical Microbiology(2) RESP 1320 Applied Sciences(3) RESP 1330 Technical Aspects(3) RESP 1360 Treatment Admin(3)	RESP 2300 Resp Clinical Assessment (6) RESP 2340 Physiologic Measurement & Instrumentation(3) RESP 2350 Cardiology(3) RESP 2360 Pediatrics(3) RESP 2370 Anesthesiology(3)	REHB 3460 Health Care Admin.(3)
Total Year Credit Hours (post changes)	Year 2 – 43 credit hours	Year 3 – 41 credit hrs	Year 1 – 33 credit hrs	Year 2 – 40 credit hrs	Year 3 – 39 credit hrs
Net Credit Hour change (from 2010-13 curriculum)	Increase by 6	Increase by 3	Decrease by 2	Decrease by 3	Decrease by 2
					Final BMR(RT) curriculum: net change +2 credit hours (compared to 2010-2013 curriculum)

*Course Number & Abbreviated Name (Credit hours)

Faculty of Medicine

Bachelor of Science (Medicine)

Introduction:

UGME 3500 MED II Summer Research 0.0
This course is a research are/project-focused readings course. It includes the allocation by the Program of a specific research project, and exposure of the student to scientific literature review/critical analysis, research methodology, presentation and writing. The student's final report is evaluated by Faculty. May not be held with UGME 1500, UGME 2500. Registration restricted to students in Year 2 of the UGME program.

NET CHANGE IN CREDIT HOURS: 0.0

Community Health Sciences

Deletion of lapsed course:

CHSC 4010 Public Health and Preventive Medicine Cr.Hrs. 6 -6.0

NET CHANGE IN CREDIT HOURS: -6.0

Undergraduate Medical Education Program

Program modifications:

SUMMARY - RENEWED

UNDERGRADUATE MEDICAL EDUCATION (UGME)

PROGRAM CURRICULUM

Prepared by the Faculty of Medicine

Undergraduate Medical Education Program

Curriculum Management Committee

For the

Senate Committee for Curriculum and Course Changes

15 February 2013

UNIVERSITY
OF MANITOBA

February 15, 2013

Mr. Jeff Leclerc
Secretary, Board of Directors, University of Manitoba

Harvy Frankel, M.S.W., Ph.D.
Chair, Senate Committee for Curriculum and Course Changes (CCCC), University of Manitoba

Dear Mr. Leclerc and Dr. Frankel:

Re: Summary of Changes - UGME Program Curriculum, Faculty of Medicine

As requested at the 05 November, 2012 CCCC meeting, please find attached a summary of changes designed to improve the methodology by which the Undergraduate Medical Education (UGME) program is delivered for review.

The changes outlined in the attached enclosures, approved in principle by the CCCC for the 2013/2014 academic year, were contingent on the submission of revised syllabi for the courses in which there were proposed changes. Since achieving approval in principle, the Faculty of Medicine has continued with the development of courses/clerkships syllabi for submission. Adopting a staggered implementation approach, a decision has been made to only proceed with changes to the Clinical Clerkships (Year's Three and Four) for the fall of 2013. Proposed changes to the Pre-Clerkship curriculum (Year's One and Two) will occur in the 2014/2013 academic year. Revised syllabi supporting changes to the Pre-Clerkship curriculum will be submitted in accordance with the CCCC Winter 2014 deadline.

Changes outlined in the attached syllabi represent improvements in all aspects of Clerkship curricular content, delivery, performance and evaluation. Amendments proposed continue to maintain the required curricular content to meet standards of accreditation and student certification exams and also addresses student and accreditation concerns including logical sequencing and integration of the curriculum within and across the academic periods of study. Further, changes implemented begin to address recommendations for change to medical education outlined by the Association of Faculties of Medicine of Canada, in their 2010 report, Future of Medical Education in Canada. As noted in our report to CCCC in November 2012, the Faculty of Medicine will require no additional resources from the University to implement curriculum renewal.

Please contact me at any time should you have any questions or concerns.

Thank you for your support.

Yours Truly,

Brian Postl, MD, FRCPC
Dean, Faculty of Medicine

Distribution List

Dr. Ira Ripstein, Associate Dean, UGME, Faculty of Medicine
Dr. Keevin Bernstein, Director, UGME Curriculum Renewal, Faculty of Medicine
Ms. Joanne Hamilton, Director of Educational Development, Faculty of Medicine

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ABBREVIATIONS and ACRONYMS

ACLS	Advanced Cardiac Life Support course
AE	Anaesthesia
AFMC	Association of Faculties of Medicine of Canada
AN	Anatomy
BC	Biochemistry
BL	Blood and Lymph course
CACMS	Committee on Accreditation of Canadian Medical Schools
CaRMS	Canadian Resident Matching Service
CBL	Case based learning
CGQ	AAMC-AFMC Medical School Canadian Graduate Questionnaire
CH	Community Health
CHP	Clinical Health Psychology
CHS	Community Health Sciences
CIS	Curriculum Information System
CLSF	Clinical Learning and Simulation Facility
COE	Committee on Evaluation
CMS	Curriculum Management System
CP4	Composite Clinical Presentations (four categories over 4 years, Med I to Med IV)
CS	Clinical Skills
CuRe	Curriculum renewal
CV	Cardiovascular course
DM	Dermatology course
EM	Endocrine and Metabolism course
ER	Emergency Medicine
ET / ENT	Ear, Nose and Throat course
FEC	Faculty Executive Council
FITER	Final In Training Evaluation Report
FM	Family Medicine
FMEC	Future of Medical Education in Canada, 2010 report of the Association of Faculties of Medicine of Canada
FoM	Faculty of Medicine
GI	Gastrointestinal course
GIM	General Internal Medicine
GN	Genetics
HD	Human Development
IM	Immunology
IN	Internal Medicine
IST	Information Services and Technology
IT	Information Technology
ITC	Introduction to Clerkship
ITER	In Training Evaluation Report

KD	Kidney/Nephrology course
JC	Junior Clerk
LCME	Liaison Committee on Medical Education
LM	Laboratory Medicine
M0-M7	Modules 0 to Module 7 (new framework)
MCAT	Medical College Admissions Test
MCCQE	Medical Council of Canada Qualifying Exam
MD	Medicine Degree Program
MH	Medical Humanities Course
MITER	Mid-In-Training Evaluation
MM	Medical Microbiology
MMSA	Manitoba Medical Students Association
MSK	Musculoskeletal course
MSR	Multiple Specialty Rotation
NBME	National Board of Medical Examiners
NE	Neurosciences course
OB/GYN	Obstetrics/Gynecology
OP	Ophthalmology
OPAL	Online Portal for Advanced Learning (UGME curriculum mgmt system)
OSCEs	Objective Structured Clinical Examinations
PA	Pathology
PC	Pharmacology
PCC	Preclerkship Committee
PD	Pediatrics
PF	Preclerkship, Formative
PH	Population Health course
PR	Problem Solving course
PS	Psychiatry
PSu	Preclerkship, Summative
PY	Physiology
RD	Radiology
RP	Reproduction course
RS	Respiratory course
SC	Senior Clerk
SF	Structure and Function course
SG	Surgery
ST	Survival Tactics course
TBL	Team based-learning
TTC	Transition to Clerkship
TTR	Transition to Residency
UGME	Undergraduate Medical Education
U of M	University of Manitoba
WRHA	Winnipeg Regional Health Authority

Executive Summary

At the Fall Senate Committee on Course and Curriculum Changes (CCCC), changes to the MD program were approved in principle, for the 2013/2014 academic year, contingent on the submission of revised syllabi for the courses in which there were proposed changes. Since that approval, the Faculty of Medicine has continued with the development of courses/clerkships syllabi for submission. However, due to internal delays, the decision was made only to proceed with changes to the Clinical Clerkships (year's three and four) at this time (for Fall 2013), and delay the introduction of the Pre-Clerkship (year's one and two) to the 2014/2013 academic year. The Faculty of Medicine anticipates submitting revised syllabi for the Pre-Clerkship portion of the MD curriculum for the CCCC Winter 2014 deadline.

Anticipating no challenges with the phased introduction of the new curriculum, the Faculty has taken steps to further introduce, as an interim measure, a transition period in the curriculum to address an issue arising from our review process. The addition of a "mini consolidation block" to the already existing "Transition to Clerkship (TTC)" module will enhance the development of clinical reasoning in our students. In 2014, with the launch of the renewed Pre-Clerkship curriculum, this "mini-consolidation block" will be replaced or augmented by a ten (10) week consolidation period at the end of the second year of the MD degree prior to students entering the clerkship phase of their learning. At this juncture, the "mini-consolidation block" will be removed from the TTC and replaced by a student selected component. Specific details of this change will be submitted for consideration and approval in our Pre-Clerkship submission to CCCC in the winter of 2014. Fundamentally based upon accreditation requirements which stipulate mandatory clerkships in Internal Medicine, Surgery, Pediatrics, Obstetrics/Gynecology, Family Medicine and Psychiatry, changes applied meet or exceed national standards for medical education.

Of note, the changes proposed in the Core Clerkship of the undergraduate MD academic program for Clerkship in years three (Module Four (M4) and Module Five (M5)) and years four (Modules Six (M6) and Module Seven (M7)) are in direct response to our most recent accreditation from the Committee on Accreditation of Canadian Medical Schools (CACMS)/Liaison Committee on Medical Education (LCME) as well as in response to student evaluations of existing learning experiences. The recent CACMS accreditation report noted that the Faculty of Medicine MD degree program had an inadequate level of curriculum in its final year as well as inadequate level of exposure to ambulatory care (non-hospital ward based experiences) within its Internal Medicine rotation. A careful analysis of student course evaluations and feedback noted that there was also a need for expanded exposure to emergency medicine, perioperative care, and a need for electives to be placed strategically within the program such that they positively contributed to the student decision making process in selecting postgraduate training. An additional impetus for change to the Clerkship curriculum was feedback from faculty seeking enhanced integration between Pre-Clerkship and Clerkship phases including formally revisiting concepts covered in Pre-Clerkship at the latter periods of Clerkship and implementing recommendations from the AFMC report on the "Future of Medical Education in Canada (FMEC). These proposed changes recognize and highlight the importance of postgraduate training as a requirement for entry into practice as a physician in Canada.

Enclosed within this submission are Course (Clerkship) descriptions for each of these curricular components. Proposed changes are summarized in the following table:

Original Component	Change	Discussion
Introduction to Clerkship (ITC) (M4): Preparation for clinical training. (includes both clinical topics/reviews, as well as training in use of computerized medical records, routine practices (infection control) and other procedural issues)	Introduction to Clerkship to be called *Transition to Clerkship* and will be revised to include a focus on the following: • Clinical reasoning; • Orientation to patients, and • An introduction to the clinical setting with enhanced shadowing and simulation	Research demonstrates that learners in non-problem based learning (PBL) schools are less skilled at clinical reasoning upon entering clerkship. The increase in focus on clinical reasoning in complex patients will increase skills, and include both 'paper cases' and simulated cases (standardized and robotic mannequins) Additionally, our learners have provided feedback indicating that they would like an orientation to authentic clinical settings prior to the start of clerkship, (i.e. before the evaluation process starts). The absence of this approach to learning is viewed as a disadvantage by the students (as confirmed by student evaluations for initial rotations. The revised "Transition to Clerkship" will include structured 'shadowing' in many of the core clerkships with the intent of providing an enhanced orientation prior to the start of Clerkship.

Original Component	Change	Discussion
Core Rotations (M5): Each discipline delivered its own Clerkship in isolation from other disciplines as follows: 1. Internal Medicine (Six weeks) 2. Internal Medicine selective – any choice of subspecialty (Four weeks) 3. Surgery (Four weeks) 4. Surgical selective – any choice of subspecialty (Two weeks) 5. Family medicine/Public Health (Six weeks) 6. Psychiatry (Six weeks) 7. MSR (Otolaryngology, Ophthalmology, Anesthesia, Emergency) 8. Obstetrics/Gynecology (Six weeks) 9. Pediatrics (Six weeks)	Disciplines have been combined to promote a patient orientation to care as opposed to a 'service' orientation allowing for a higher level of integrated teaching within the allotted academic time. This change results in one additional week of vacation within the spring period after the 2nd block. Time spent in Year Three remains the same with the following amendments: **1. Joint Internal Medicine and Emergency Medicine Block** • Six weeks Internal Medicine • Four weeks Emergency Medicine to include ambulatory experiences in Internal Medicine. Will include continuity between ER and IM via Fast Track Clinic, Urgent Consult/Follow up) • Two weeks IM selective (reduced from current four weeks); additional IM selective time will be added to Year 4 (M7) Joint academic teaching where appropriate. **2. Joint Surgery and Anesthesia Block** • Four weeks Surgery • Two weeks Anesthesia • Two weeks Perioperative care with the aim of following a patient through the Perioperative experience in Pre Anesthesia Clinic and in Surgery clinics, Non-operative Otolaryngology and ophthalmology (also included in Emergency Medicine) and **Pain Management** curriculum to include Non-pharmacologic pain management-Psychology, Acupuncture and Complementary Medicine • Two weeks 'selective' (choice of Urology or Plastic surgery) • Two weeks Musculoskeletal Medicine (to include Sports and	To allow the students to better understand and appreciate the authentic patient experience as they flow through the health care system. Amendments will allow students in Surgery/Anesthesia to include a two week experience in perioperative care where they will follow patients who are admitted for surgery pre and post operatively, as well as including the surgery itself. This approach represents a student centered approach as opposed to "service" centered orientation.

	Physical Medicine, and Orthopedics) • Joint academic teaching where appropriate **3. Family Medicine/Public Health and Psychiatry** • Experiences planned to include the shared care model of mental health • Joint academic time **4. Obstetrics/Gynecology and Pediatrics** • Amendment at this time only structural, but future plans to include joint teaching of topics. **5. Ophthalmology** within Surgery, as a sub-rotation.	
Currently, there is a "semi-structured" curriculum at the end of Year Four which includes optional preparation for National Exams (Four weeks of half day refresher courses), as well as completion of some training required for residency (Advanced Cardiac Life Support (ACLS)) – Two days. Most of the other time at the end of clerkship is unstructured. (4 weeks plus 2 days)	A *Transition to Residency* (TTR) M7 'period' at the end of Clerkship has been developed on an individualized basis to help learners consolidate learning and prepare them for their choice of residency. This period has been increased to six weeks in duration.	This amendment was developed as a response to the concerns arising from accreditation, as well as recommendations from the Association of Faculties of Medicine of Canada (AFMC) seeking to better prepare learners in transition (AFMC Future of Medical Education in Canada, PGME report)
No central academic curriculum approach exists within current Clerkship curriculum	**Central** academic curriculum will be integrated on a weekly basis to cover common curricular topics with mandatory attendance.	This amendment will ensure common topics (clinical and non-clinical) will be included within the curriculum in a systematic manner, and will allow for de-briefing of students including periods of self-reflection on their clinical exposures thus addressing issues and concerns arising from "hidden curriculum" in accordance with FMEC-MD Recommendation Five.

Original Component	Change	Discussion
Electives (M6): Period consists of twenty-one weeks of electives in Year Four	Electives preceding the students CaRMS (National residency match) interview and choices remain unchanged for a total of seventeen weeks. The overall total number of weeks allocated to electives will be reduced. Electives normally conducted on completion of CaRMS interviews will be amended to selective chosen from a catalogue of Internal medicine options (moved to Year Three – Two weeks long) and one of Geriatrics, Indigenous Health as well as other developing topics.	Amendments result in increased time in Emergency medicine, and the new addition of a two week Ambulatory experience. University of Manitoba students currently have the highest number of weeks allocated to electives of any Medical School in Canada.

Impact on Students already registered and attending within the Program:

- Students currently in the clerkship component (Class of 2013/2014) of the program will continue with the existing model of learning.
- Students entering Clerkship in fall of 2013 (Class of 2015) will begin the Clerkship curriculum.

Students have been actively involved and integral to the planning of the renewed Clerkship curriculum. Students primarily view the proposed changes as positive. Proposed changes were presented to the Class of 2015 with positive results although some anxiety exists with respect to how the proposed changes will impact the student's options for scheduling. Focused on addressing any potential concerns, the faculty is working through a range of options for scheduling to address student concerns. Of note, while students currently have eight options for a clerkship schedule, changes to the curriculum will increase their choice to sixty-four different combinations.

Assessment:

Assessment methods in the new clerkship will not change (See attached syllabi)

INTERNAL MEDICINE/EMERGENCY MEDICINE BLOCK

Credit Hours:

Six weeks Internal Medicine CTU, two weeks of Selective, four weeks of Emergency Medicine including four half day ambulatory medicine clinics

Description:

Internal Medicine

The Internal Medicine Rotation is part of an eight week Core rotation that includes:

- Six weeks of clinical teaching unit (CTU) at one of Internal Medicine wards at the Health Sciences Centre, St. Boniface Hospital, Seven Oaks Hospital, Concordia Hospital, Grace General Hospital and Victoria General Hospital. The student will be part of a medical team caring for a service of patients under the supervision of residents and two attending physicians. The student will be expected to participate in an evening and weekend call schedule. The student will learn medicine through the provision of daily supervised care for up to five medical inpatients, as well as overnight and weekend admissions. All efforts will be made for the student to observe and/or take part in common medical procedures.

- Two weeks of medicine selective in which a student will be placed in a medical subspecialty service that will include in-hospital consultation and outpatient clinics (if available).

- There will be noon hour curriculum sessions which will cover core medical topics through case based and interactive learning.

- During the four week Emergency Medicine rotation the student will be exposed to a minimum of four outpatient medical clinics (general medicine or subspecialty) to increase exposure to ambulatory care. Ideally the clinics will try to expose students to urgent/emergency room referrals to showcase continuity of care and foster better interdepartmental relationships.

- The students will be required to write and pass the Medicine NMBE exam at the end of their twelve week rotation.

Emergency Medicine

The Emergency Medicine rotation is part of a four week Core rotation that includes:

- Two days at the start of the rotation with case based interactive sessions, skills- based teaching and simulation based day for intro to ACLS and the emergency approach to trauma
- Students will have fourteen to fifteen clinical shifts at one of the Emergency Departments in Winnipeg (Health Sciences Centre, St. Boniface Hospital, Seven Oaks Hospital, Concordia Hospital, Grace General Hospital and Victoria General Hospital)
- The goal is to have the student with one primary preceptor for at least fifty percent of their shifts
- Students learn function as part of the multidisciplinary ED team

- Students will have the opportunity to assess and learn to manage patients with common presentations to the ED as outlined in their ECP. Students will also have the opportunity to assist and perform common procedures
- Students have the option of participating in an EMS (ambulance) ride along to gain pre-hospital experience
- Students will also participate in one or more ambulatory medicine clinics a week comprised of referrals made from the ED to provide ambulatory experience and continuity of care.

Course Objectives: (Based on CanMeds Physician Competency Framework)

MEDICAL EXPERT

Internal Medicine

As Medical Experts, medical students will develop a body of knowledge, clinical and procedural skills, which enable them to provide effective, patient-centered, care. Students will learn how to approach, assess and manage a complex patient with multiple medical problems.

In developing competency, students must be able to:

1. Construct a complete medical history
    1.1. Effectively perform a medical history in a timely manner
    1.2. Gather pertinent information in the setting of acutely ill, confused, or non-cooperative patients
2. Perform and document a complete physical examination in a timely manner
3. Describe the initial investigation and management for the following common and rare (but life threatening) conditions:
    3.1. DVT and pulmonary embolism
    3.2. COPD and asthma
    3.3. Hypertension (primary and secondary causes)
    3.4. Chest pain and angina
    3.5. Congestive heart failure
    3.6. Electrolyte disturbances including derangements of sodium and potassium
    3.7. Acid base disturbances
    3.8. Cerebrovascular disease
    3.9. Headache and pain management
    3.10. Alcoholism and substance abuse
    3.11. Jaundice and hepatitis

3.12. Dementia and coma

3.13. Anemia

3.14. Pneumonia and urinary tract infection

3.15. Renal failure

3.16. Diarrhea and constipation

3.17. Peptic ulcer disease and dyspepsia

3.18. Monoarthritis and polyarthritis

3.19. Diabetes mellitus

3.20. Thyroid dysfunction and nodules

4. Formulate a reasonably complete differential diagnosis for the common presenting complaints seen in the adult inpatient and outpatient internal medicine patient population
5. Describe the indications and technique for all procedures that they observe or perform: Arterial blood gas, venipuncture, bone marrow aspiration, nasogastric tube insertion, lumbar puncture, thoracentesis, paracentesis, arthrocentesis, spirometry, and skin biopsy.
6. Demonstrate an approach to the assessment and management of a complex patient with multiple medical problems
7. Understand the role of consultants and how to use the consultation process effectively
   7.1. Understand the scope and limitations of particular specialties and subspecialties
   7.2. Understand how to arrange appropriate follow-up for the patient in order to facilitate a safe discharge
8. Students on selective rotations will demonstrate their history-taking and physical examination skills, and be able to apply these in the time-constrained context of an ambulatory care clinic including: a problem-focused approach, the use of focused history and physical examination, and efficient use of ancillary data, letters, charts, etc.
9. Students on selective rotations will demonstrate effective delivery of “consultation” and liaise effectively with in-hospital staff and physicians in community practice.

Emergency Medicine

As Medical Experts, medical students will develop a body of knowledge, clinical and procedural skills, which enable them to provide effective, patient-centered, care. Students will learn how to approach, assess and manage a complex patient with multiple medical problems.

In developing competency, students must be able to:

1. Demonstrate the ability to recognize a patient with potential life-threatening illness or injury
2. Demonstrate basic, systematic approach to initial resuscitation and stabilization of a critically ill patient
3. Demonstrate a basic systematic approach in the evaluation of the undifferentiated patient
4. Demonstrate a focused history and physical exam for a patient in the ED
5. Be able to synthesize the information from patient history and physical and formulate a broad differential diagnosis including the most serious or life-threatening causes
6. Demonstrate an understanding of the initial steps of ACLS
7. Discuss the initial management of the trauma patient
8. Discuss the importance of the concept of triage and prioritization of care
9. Demonstrate an understanding of the importance of risk stratification in the ED to determine the need for emergent, urgent or outpatient investigation of a patient

COMMUNICATOR

Internal Medicine

As Communicators, the medical student will facilitate the doctor-patient relationship and exchanges between the health care staff with the patient and their family.

In developing competency, students must be able to:

1. Demonstrate effective communication skills with patients, their families and other members of the health care team both orally and in written form
2. Demonstrate the following social skills needed to interact with patients and their families:

   2.1. Interviewing patients, family members and other relevant persons in a sympathetic, non-threatening manner respectful of cultural differences and emotional burdens

   2.2. Demonstrate the emotional and social support required to gain confidence and cooperation

   2.3. Discuss information, diagnosis and management using sensitivity and language that is appropriate to the patient's background

Emergency Medicine

As Communicators, the medical student will facilitate the doctor-patient relationship and exchanges between the health care staff with the patient and their family.

In developing competency, students must be able to:

1. Demonstrate the ability to present a patient case in clear, concise and complete manner
2. Demonstrate an ability to communicate with patients and families in a clear, compassionate manner
3. Demonstrate effective and collegial communication with other health care providers
4. Demonstrate an ability to document in a patient's chart in a clear and concise manner
5. Ensure patients have a good understanding of discharge planning and follow up care

COLLABORATOR

Internal Medicine

As Collaborators, medical students will work within a healthcare team to provide optimal patient care.

In developing competency, students must be able to:

1. State the roles of other members of the multidisciplinary health care team, and how to use their services effectively:

    1.1. Specialist and subspecialist consultants
    1.2. Nursing
    1.3. Physiotherapy
    1.4. Occupational therapy
    1.5. Respiratory therapy
    1.6. Pharmacy
    1.7. Nutrition and Food services
    1.8. Home care
    1.9. Social work
    1.10. Laboratory services
    1.11. Aboriginal services
    1.12. Translators

2. Work within this team to integrate patient care

3. Demonstrate respect for the diversity of roles and competencies of other professionals

Emergency Medicine

As Collaborators, medical students will work within a healthcare team to provide optimal patient care.

In developing competency, students must be able to:

1. Be able to work as a member of the emergency medicine team to provide optimal, compassionate care for a patient
2. Demonstrate an understanding of when to involve other medical specialties in a patient's care
3. Understand the role of ancillary health care professionals in the emergency department
4. Describe the importance of pre-hospital care in the management of a patient

MANAGER

Internal Medicine

As Managers, medical students will learn about contributing to the effectiveness of the healthcare system, by organizing sustainable practices and allocating resources.

In developing competency, students must be able to:

1. Participate in systemic quality improvement initiatives when appropriate
2. Describe the structure and function of the medical ward, admission, care and discharge process

Emergency Medicine

As Managers, medical students will learn about contributing to the effectiveness of the healthcare system, by organizing sustainable practices and allocating resources.

In developing competency, students must be able to:

1. Demonstrate a basic understanding of how the ED operates and how it differs from other health care settings
2. Demonstrate appropriate and cost effectiveness use of investigations and treatment
3. Develop an understanding of factors that contribute to resource issues in the ED
4. Develop organizational skills and efficiency in managing patients in the ED

HEALTH ADVOCATE

Internal Medicine

As Health Advocates, medical students contribute to the health and well-being of patients, communities and populations at large.

In developing competency, students must be able to:

1. Identify the broad health needs of an individual patient
2. Identify the determinants of health of the population at large, including barriers to access to care and resources
3. Promote patient health using appropriate preventative measures, risk factor identification and risk factor modification

Emergency Medicine

As Health Advocates, medical students contribute to the health and well-being of patients, communities and populations at large.

In developing competency, students must be able to:

1. Demonstrate effective advocacy for patient comfort
2. Demonstrate an awareness of underlying psychosocial and socioeconomic factors that may contribute to an ED visit
3. Demonstrate an understanding of legal and ethical issues surrounding emergency care
4. Identify opportunities to discuss primary prevention with patients in the ED
5. Demonstrate a sensitivity to cultural issues

SCHOLAR

Internal Medicine

As Scholars, medical students demonstrate a lifelong commitment to learning.

In developing competency, students must be able to:

1. Evaluate their own professional competencies and determine their personal learning needs as a basis for lifelong learning
2. Recognize the contribution and limitation of science, and appreciate the role of clinical judgment in the art of medicine
3. Demonstrate a commitment to learning and expansion of knowledge of general medicine by reading one of the recommended textbooks

Emergency Medicine

As Scholars, medical students demonstrate a lifelong commitment to learning.

In developing competency, students must be able to:

1. Demonstrate an ability to access educational resources to enhance patient care
2. Demonstrate a basic ability to self-guide professional development
3. Demonstrate an awareness of evidence based medicine and learn to critically appraise the literature

PROFESSIONAL

Internal Medicine

As Professionals, medical students are committed to the ethical practice, profession-led regulation and high personal standards of behavior

In developing competency, students must be able to:

1. Demonstrate honesty, integrity, compassion and respect in their daily work
2. Recognize and appropriately manage conflict of interest

Emergency Medicine

As Professionals, medical students are committed to the ethical practice, profession-led regulation and high personal standards of behavior

In developing competency, students must be able to:

1. Demonstrate honesty and integrity in patient care
2. Recognize and accept his or her limitations and know when to seek assistance
3. Maintain a professional appearance and attend to clinical and learning responsibilities in a timely fashion
4. Maintain confidentiality surrounding patient care, divulging information only with a patient's permission unless otherwise required by law

Prerequisites:

The prerequisite for all clerkships is the completion of Undergraduate Medicine Pre-Clerkship course in the Faculty of Medicine at the University of Manitoba and the Transition to Clerkship course at the University of Manitoba faculty of Medicine.

Assessment:

CTU Rotation:

Mid-rotation In Training Evaluation Report (MITER) to be provided by the assigned Service Chief. At the end of the six week rotation, the FITER, a Summative Evaluation (pass/fail) will be provided by the Service Chief.

Medicine Selective Rotation:

FITER only will be provided by the attending that will spend the most time with the student during his/her rotation. A composite FITER is admissible. Ultimately, the attending that is linked to the FITER is responsible for the electronic completion and submission of the FITER.

Thursday morning - Four half day clinics

An electronic copy of evaluation will be e-mailed to the rotation supervisor. Written evaluations will be tagged to student's CTU rotations

National Board of Medicine Examination – Discipline Specific – Pass/Fail. The student must obtain the eleventh percentile on the National Board Exam for a pass

Emergency Medicine

Preceptors evaluate clinical performance of student though the End of Shift Evaluation form. – Formative. Final In-Training Evaluation Report (FITER) completed by the designated primary preceptor- Pass/Fail

Grading:

The Faculty of Medicine relies upon a Pass/Fail system. Details of how a student might fail a clerkship are found in the University of Manitoba's Policy on Promotion and Failure. Additional guidance, specific to the Faculty of Medicine can be found at the Faculties Promotion and Failure Policy. Details of the remediation process for students enrolled within the Faculty of Medicine can be found at the following link.

SURGERY/ANESTHESIA CLERKSHIP BLOCK

Credit Hours:

Twelve weeks of surgical and anesthesia divided into blocks of general surgery (four weeks), Anesthesia (two weeks), Perioperative Medicine (two weeks), Musculoskeletal (two weeks) and a Surgical Elective experience (two weeks).

Description:

The goal of the Surgery/Anesthesia rotation is to provide a broad, integrated experience surrounding all aspects of care of the surgical patients. Students will experience the presentation, treatment and outcomes of common surgical presentations as well as their complications.

Students will also experience management of surgical patients through the entire perioperative period, including preoperative work up, anesthetic management, identify and manage post-operative complications, acute and chronic pain management and exposure to unique issues of community health and aboriginal health in our surgical patients.

Course Objectives: (Based on CanMeds Physician Competency Framework)

The main objective on this block is for the student to acquire the basic knowledge, skills and attitude for management of the surgical patient. This will become the basis for providing care to patients in a competent fashion in any field of medicine that the student pursues. Broadly, the objectives can be summarized according to the Can-Med objectives.

As Medical Experts, students will achieve the defined body of knowledge, skills, and attitudes necessary for the recognition and understanding of the management of patients with diseases which may be treated by surgeons and anesthetists. The Medical Expert role requires integration of the other CanMEDS roles, applied to the provision of patient-centered care.

As Communicators, students will facilitate the doctor-patient relationship and establish rapport, trust and a therapeutic relationship with patients and families.

As Collaborators, students will work effectively within the surgical team to achieve optimal patient care while demonstrating a team approach to health care.

As Managers, students will participate in the activities of the surgical and anesthesia services, making decisions, allocating resources, and contributing to the effectiveness of the health care team.

As Health Advocates, students will responsibly use their expertise and influence to advance the health and well-being of individual patients, communities and populations.
As Professionals, the students will be responsible in fulfilling their obligations and respect patient confidentiality.

Finally, as Scholars, students will utilize the learning opportunities provided and demonstrate a lifelong commitment to learning.

Prerequisites:

The prerequisite for all clerkships is the completion of undergraduate medicine pre-clerkship course in the Faculty of Medicine at the University of Manitoba and the transition to clerkship course at the University of Manitoba faculty of medicine.

Assessment:

Mid- rotation In Training Evaluation Report (MITER): Formative evaluation component

Final In-Training Evaluation Report (FITER): Summative Evaluation – Pass/Fail

National Board of Medicine Examination – Discipline Specific – Pass/Fail. The student must obtain the eleventh percentile on the National Board Exam for a pass

Students must meet all the essential clinical presentation requirements - See General Learning objectives.

Grading:

The Faculty of Medicine relies upon a Pass/Fail system. Details of how a student might fail a clerkship are found in the University of Manitoba's Policy on Promotion and Failure. Additional guidance, specific to the Faculty of Medicine can be found at the Faculties Promotion and Failure Policy. Details of the remediation process for students enrolled within the Faculty of Medicine can be found at the following link.

Family Medicine/Public Health – Psychiatry Clerkship Block

Credit Hours:

Six weeks Family Medicine/Public Health. Six Weeks Psychiatry

Description:

Family Medicine

The Departments of Family Medicine and Community Medicine have developed a curriculum that combines clinical family practice experiences with seminars and community medicine experiences in order to meet rotation's objectives. The blocks six weeks are comprised of the following:

- Three days of seminars at the beginning and two days at the end of the block. These seminars provide a briefing and debriefing to the family medicine placement, basic Family Medicine/Psychiatry didactic sessions and introduce the core concepts of health care organization as applied in community medicine. In addition, concepts in quality improvement and evidence-based medicine shall be introduced both in seminars and with the student's presentation of a quality improvement project.

- Five of these weeks (typically scheduled to begin on a Monday and end on a Friday) shall be spent in the rural family practice setting under the supervision of a Family Medicine preceptor. During this time it is expected that the student will be exposed to many aspects of clinical family practice. While in the community the student is expected to contact the Regional Medical Officer of Health and organize at least two days (and up to three days) of the Public Health component of this rural rotation.

Psychiatry

During this rotation, students are assigned to a primary service. They will have patients assigned to them for whom they provide medical care under supervision. Students are assigned to a number of outpatient clinics during the rotation with further optional clinics which may be attended. Students are on evening or overnight call, covering the inpatients and responding to consultations in the emergency room under the supervision of a resident. A seminar series covering adult, child, and adolescent psychiatric topics is also part of the rotation.

Course Objectives: (Based on CanMeds Physician Competency Framework)

Family Medicine

Principles of Family Medicine

At the end of the block, the student will be able to:

1. Describe and explain the Four Principles of Family Medicine
2. Discuss the features unique to the specialty of family medicine
3. Describe the competencies and attributes specific to family physicians

Clinical Skills

At the end of the block, the student will be able to:

1. Demonstrate knowledge of clinical problems commonly seen in family medicine and their management.
2. Demonstrate knowledge of the Essential Clinical Presentations and their management.
3. Demonstrate an ability to assess and manage patients seen within the family medicine setting, including:

    - Take an accurate and appropriate history
    - Perform a focused and accurate physical exam
    - Develop an appropriate differential diagnosis
    - Order investigations in a focused and appropriate manner
    - Develop and implement an appropriate management plan

4. Recognize "red flags" which might indicate an acutely ill patient or serious medical condition
5. Demonstrate and apply knowledge of the periodic health review
6. Demonstrate an approach to the assessment and management of patients with multiple medical problems
7. Apply the patient centered approach to patient encounters including:

    - Identifying the patient's ideas and feelings regarding his/her illness, the impact of the disease on his/her functioning and his/her expectations regarding treatment
    - Determining the psychosocial context of the patient's disease
    - Finding common ground with the patient in the development of a treatment plan

8. Demonstrate an understanding of the patient's life cycle in the context of their illness
9. Demonstrate skill in the assessment and management of patients with undifferentiated conditions and ambiguous presentations
10. Discuss the value of continuity of care
11. Identify the appropriate indications for referral to consultants and allied health professionals

Communication Skills

At the end of the block, the student will be able to:

1. Demonstrate ability to share information with patients, families and coworkers in a clear, coherent, respectful manner
2. Demonstrate an ability to adapt his/her communication techniques based on a patient's/family's age, cultural background and level of education
3. Write chart notes in a clear, thorough and efficient manner, using the SOAP format
4. Write clear and accurate orders for investigations and medications
5. Write clear and accurate prescriptions
6. Write a clear and effective consultation letter

Community Resource

At the end of the block, the student will be able to:

1. Recognize and discuss the role the family physician plays in his/her community
2. Demonstrate a basic knowledge of relevant social issues which may impact on a patient's health in his/her community
3. Discuss the advocacy role family physicians play, where appropriate, on behalf of patients and families
4. Demonstrate a basic knowledge of health care resources in the community
5. Demonstrate the ability to work collaboratively as part of the health care team
6. Discuss and explain health care resources available to the community
7. Discuss and apply an understanding of Continuous Quality Improvement concepts as they apply to the family medicine setting

Professionalism

At the end of the block, the student will be able to:

1. Demonstrate professional and ethical behavior at all times
2. Demonstrate the ability to respond to feedback in a constructive and professional manner
3. Demonstrate respect for the confidentiality of patients and their families
4. Identify his/her limitations and ask for assistance when appropriate
5. Demonstrate integrity, honesty and respect for patients, their families and members of the health care team
6. Demonstrate an understanding of basic ethical and legal concepts as they apply to family medicine
7. Demonstrate responsibility through completing assigned tasks and meeting deadlines

Scholarly Activity

At the end of the block, the student will be able to:

1. Demonstrate an ability to engage in and apply self-directed learning
2. Demonstrate an understanding of evidence based medicine and translational research concepts as they apply to family medicine, including:

    - Formulating an accurate and useful clinical question
    - Utilizing available resources to obtain reliable and accurate answers to clinical questions
    - Appraising information from the medical literature applying basic critical appraisal tools
    - Presentation of the above to faculty and fellow students

Psychiatry

By the end of this block, students will be able to:

1. Complete a psychiatric history on a patient
2. Develop a differential diagnosis
3. Develop and implement an appropriate management plan
4. Write a clear history and progress notes in the medical record
5. Demonstrate appropriate communication skills with patients, families and the health care team
6. Describe the role of the various health care professionals on the treatment team
7. Work in a collaborative manner with other health care professionals
8. Demonstrate professional and ethical behavior

Prerequisites:

The prerequisite for all clerkships is the completion of undergraduate medicine pre-clerkship course in the Faculty of Medicine at the University of Manitoba and the transition to clerkship course at the University of Manitoba faculty of medicine.

Assessment:

Family Medicine

Mid- rotation In Training Evaluation Report (MITER): Formative evaluation component
Final In-Training Evaluation Report (FITER): Summative Evaluation: Pass/Fail
National Board of Medicine Examination – Discipline Specific – Pass/Fail. The student must obtain the eleventh percentile on the National Board Exam for a Pass.
Public Health paper: Pass /Fail
QI project: Pass/Fail

Psychiatry

Mid-rotation in Training Evaluation Report (MITER): Formative evaluation component
Final in Training Evaluation Report (FITER): Summative evaluation—Pass/Fail
National Board of Medical Examination (NBME)—Discipline Specific—Pass/Fail. The student must obtain the 11th percentile on the national board exam for a pass.

Grading:

The Faculty of Medicine relies upon a Pass/Fail system. Details of how a student might fail a clerkship are found in the University of Manitoba's Policy on Promotion and Failure. Additional guidance, specific to the Faculty of Medicine can be found at the Faculties Promotion and Failure Policy. Details of the remediation process for students enrolled within the Faculty of Medicine can be found at the following link.

Obstetrics and Gynecology and Pediatrics Clerkship Block

Credit Hours:

The Obstetrics and Gynecology block includes six weeks total including two weeks of Ambulatory Care (Clinics), two weeks of inpatient Gynecology and two weeks of inpatient Obstetrics. The Pediatrics block involves an intensive six-week block of inpatient and ambulatory experiences under the close supervision of Pediatricians and Pediatric Residents.

Description:

Obstetrics and Gynecology

Each student will spend six weeks participating in a variety of clinical activities in women's health, including caring for women during labour and delivery, on antepartum and postpartum inpatient wards, inpatient gynecology (including assistance at surgery and post-operative care) as well as outpatient prenatal and gynecologic care. The spectrum of patients varies from routine well-woman and prenatal care, to care for women who are medically complex and high risk, including those looked after by subspecialists such as fetal-maternal medicine, reproductive endocrinology and gynecologic oncology. The students will be integrated into the resident-run house staff teams for the two inpatient rotations, caring for patient s under the direct supervision of the resident team, with oversight by the patient's attending physician. For the outpatient block of the rotation, students will be assigned to clinics with several physician preceptors, who will be asked for written feedback after each encounter. Slightly more than half of the students will be based at the Health Sciences Centre, with the remainder at St. Boniface General Hospital. Up to two interested students in each group will have the opportunity to spend two weeks in Thompson working with general obstetrician-gynecologists. In addition to clinical activities, all students will participate as a group in an Academic Half Day each week which includes didactic tutorials by physicians as well as teaching by each other around a gynecologic patient case/topic of their choosing.

Pediatrics

Pediatrics as a medical specialty has a broad scope and is distinguished by its major concern with the growth and development (physical, physiologic and psychosocial) of its subjects. All physicians must understand how the medical, surgical and behavioral problems of children differ from those in adults and how these are managed so that the child can achieve and maintain an optimal state of health and development. The fundamental purpose of the Pediatric Clerkship is for the student to acquire the basic knowledge, skills and attitudes appropriate for pediatric medicine which will serve as a foundation for providing competent care to children in whatever field of medicine the student pursues. Within the six week block, a three-week inpatient component allows the clerk to work as a member of a health care team in a clinical teaching unit (CTU) at Children's Hospital. Teaching sessions will be provided by the Attending Pediatricians and Residents. The three-week ambulatory component will provide the opportunity to work closely with a

generalist pediatrician in an outpatient setting for five to six half-day clinics, with the emphasis on common pediatric conditions. Clerks will also spend time in neonatal medicine, emergency, fast track clinic and subspecialty clinics. Upon completion of the Clerkship Block in Pediatrics, the student will meet all learning objectives as defined by the CanMEDS framework for the various roles of a physician.

Course Objectives: (Based on CanMeds Physician Competency Framework)

Obstetrics and Gynecology

At the end of the block, the student will be able to:

1. Obtain a thorough and accurate history, including sexual, gynecologic and obstetric elements, as appropriate for any obstetric or gynecologic clinical situation.
2. Perform a focused physical exam, including pelvic exam when appropriate (speculum and/or bimanual, including specimen collection if necessary) for any woman with or without a reproductive health concern, including assessing fetal well-being in the pregnant woman.
3. Demonstrate clinical problem-solving for common obstetric and gynecological conditions, including ordering and interpreting investigations, formulating a differential diagnosis, and initially managing with supervision.
4. Describe the relevant normal anatomy and physiology, as well as the pathophysiology of the reproductive system throughout a woman's life cycle, including puberty, the menstrual cycle, pregnancy, labour and delivery, puerperium, lactation and menopause.
5. Participate in the care of pregnant women during routine prenatal care or in hospital, intrapartum and postpartum, including assessing progress in labour, attendance at delivery, and management of the third stage.
6. Participate in the care of women undergoing gynecologic surgery for benign and malignant conditions, including postoperative management.
7. Perform the following procedures under supervision: vaginal delivery, placental delivery, urethral catheterization, skin suturing and knot-tying, and collection of cervical specimens.
8. Display an approach to patient care that reflects an understanding of the psychosocial elements of reproductive health concerns, as well as an awareness of his/her own attitude towards women and reproductive health issues, and how this may impact their care of female patients.
9. Counsel and educate women and their families where appropriate, about reproductive health issues, including health promotion and disease prevention in Obstetrics and Gynecology, as well as providing reassurance about normal, physiologic events.
10. Communicate clearly, verbally and in writing, with team members and attending physicians about a patient's status, and collaborate respectfully with allied health care professionals where appropriate.

Pediatrics

At the end of the block, the student will be able to:

Medical Expert Role

1. Demonstrate core knowledge of basic pediatric concepts and common pediatric presentations, including knowledge of disease etiology, pathophysiology and epidemiology, of the more common pediatric concepts/presentations listed below.
2. Take a complete and accurate pediatric medical history with an ability to focus on the needs of children of different ages.
3. Perform a focused and accurate physical examination in children from newborn to adolescence.
4. Demonstrate an understanding of pertinent investigations to be ordered for common pediatric problems.
5. Develop a differential diagnosis for common pediatric presentations based on information available.
6. Develop a management plan for common pediatric conditions.
7. Recognize an acutely ill child.
8. Identify important growth and developmental issues for children of various ages.
9. Provide age-appropriate anticipatory guidance and health promotion education to children, families and caregivers.
10. Provide counseling regarding preventative pediatric health issues (e.g. immunizations).
11. Understand/appreciate the effect of the family, cultural diversity and psychosocial issues on the health of children.
12. Apply evidence-based principles in the provision of care to children and their families/caregivers.

Communicator Role

1. Demonstrate appropriate communication techniques necessary to obtain a complete
2. history and perform a physical examination, taking into consideration the child's age and the family's cultural, socio-economic and educational background.
3. Demonstrate communication skills that convey respect, flexibility, sensitivity and compassion.
4. Communicate using open-ended inquiry, listen attentively and verify for understanding.
5. Involve the child’s family/caregivers in decision-making processes.
6. Acquire and synthesize relevant information from multiple sources including the family, caregivers and other professionals.
7. Write clear, accurate and informative admitting histories and physical examinations as well as progress notes reflecting the child’s care and management.
8. Write orders for investigations and medications using formats outlined in the WRHA and Hospital Policy Guidelines.
9. Communicate effectively with members of the health care team.
10. Provide consultative services with the necessary information regarding the patient's health conditions in order to utilize hospital and community-based resources appropriately.

Collaborator Role

1. Work collaboratively with members of the health care team in the delivery of optimal health care.
2. Recognize and respect the diversity of roles, responsibilities and competencies of other health professionals in relation to their own abilities.
3. Demonstrate honesty, respect, trust and integrity in the delivery of patient care within the multidisciplinary team.

Health Advocate Role

1. Identify determinants of health for children and barriers to health care access.
2. Identify pediatric populations that are vulnerable or marginalized.
3. Identify the role of medical professionals in advocating for the health and safety of children.

Manager Role

1. Demonstrate the skills, knowledge and attitudes to work within his/her clinical placement.
2. Manage time effectively to achieve a balance between personal and career demand.
3. Demonstrate an understanding of the need to make health care resources available to children in a manner which is fair and equitable.

Scholar Role

1. Engage in ongoing self-assessment and self-directed learning.
2. Access, utilize and assess medical resources to obtain reliable and accurate information relevant to clinical questions at hand.
3. Critically appraise available information applying the principles of evidence-based medicine.
4. Participate in formal presentations such as service rounds or formal case presentations to peers and health care professionals.

Professional Role

1. Behave in a professional and ethical manner at all times, following the code of professionalism adopted by the University of Manitoba, Faculty of Medicine.
2. Demonstrate integrity, honesty and respect for others including patients, their families and caregivers and members of the health care team.
3. Demonstrate respect for the families' individual rights of autonomy, privacy and confidentiality.
4. Value his/her role as a learner in the health care team.
5. Recognize his/her strengths and limitations in caring for children and their families and ask for appropriate assistance.

6. Demonstrate an ability to change through self-evaluation and acceptance of educational feedback.

7. Demonstrate an understanding of basic medical-legal concepts as they apply to pediatric medicine.

Prerequisites:

The prerequisite for all clerkships is the completion of undergraduate medicine pre-clerkship course in the Faculty of Medicine at the University of Manitoba and the transition to clerkship course at the University of Manitoba faculty of medicine.

Assessment:

Obstetrics and Gynecology

Mid- rotation In Training Evaluation Report (MITER): Formative evaluation
Critical Appraisals of Literature: Pass/Fail (mark provided for formative purposes only)
Gynecologic Case Presentation to peers: Pass/Fail
Observed History and Physical: Pass/Fail (*NEW for Fall 2013/Class of 2015)
Final In-Training Evaluation Report (FITER): Summative Evaluation – Pass/Fail
National Board of Medical Examination (NBME)—Discipline Specific—Pass/Fail. The student must obtain the 11th percentile on the national board exam for a pass.

Pediatrics

Mid- rotation In Training Evaluation Report (MITER): Formative evaluation
Computer Assisted Learning Cases (CLIPP): Pass/Fail
Final In-Training Evaluation Report (FITER): Summative Evaluation – Pass/Fail
National Board of Medical Examination (NBME)—Discipline Specific—Pass/Fail. The student must obtain the 11th percentile on the national board exam for a pass.

Grading:

The Faculty of Medicine relies upon a Pass/Fail system. Details of how a student might fail a clerkship are found in the University of Manitoba's Policy on Promotion and Failure. Additional guidance, specific to the Faculty of Medicine can be found at the Faculties Promotion and Failure Policy. Details of the remediation process for students enrolled within the Faculty of Medicine can be found at the following link.

Ophthalmology Clerkship Block

Credit Hours:

Two day rotation with Ophthalmology

Description:

This course provides a brief exposure to Ophthalmology care in the outpatient setting and to ocular surgery.

Course Objectives: (Based on CanMeds Physician Competency Framework)

Goals of this block are achieved in an outpatient setting, or in the emergency ward, using an eye chart and flashlight students will be able to:

1. Measure and record a patient's visual acuity using either a near of distance eye chart.
2. Assess confrontation visual fields, extra ocular movement, pupil size and reaction and describe abnormalities found.
3. Ask specific relevant historical questions when a patient presents with the complaint of a red eye and lists a differential diagnosis including at least 3 possible diagnoses.
4. Describe the steps involved in performing cataract surgery.

Prerequisites:

The prerequisite for all clerkships is the completion of undergraduate medicine pre-clerkship course in the Faculty of Medicine at the University of Manitoba and the transition to clerkship course at the University of Manitoba faculty of medicine.

Assessment:

Students will be assessed with an online formative multiple choice examination (Pass/Fail).

Grading:

The Faculty of Medicine relies upon a Pass/Fail system. Details of how a student might fail a clerkship are found in the University of Manitoba's Policy on Promotion and Failure. Additional guidance, specific to the Faculty of Medicine can be found at the Faculties Promotion and Failure Policy. Details of the remediation process for students enrolled within the Faculty of Medicine can be found at the following link.

Clerkship Transitions Block Curriculum

Credit Hours:

Transition to Clerkship – Five weeks at the commencement of Year Three. Transition to Residency – Twelve weeks at the conclusion of Year Four.

Description:

The clerkship transitions curriculum includes two components; a transition to clerkship component, designed as preparation for the clinical clerkship, and a transition to residency component, designed to prepare students for licensing exams, residency education, life-long learning, as well as consolidate learning across core and elective clinical clerkships.

Course Objectives: (Based on CanMeds Physician Competency Framework)

Transition to Clerkship (TTC)

This component of the curriculum will provide the opportunity for the student to transition into clinical service learning by shadowing without direct responsibility and participating in clinical simulation in addition to reinforce and gain new knowledge and skills that will help them to successfully make their transition into the Clerkship from the Pre-clerkship.

TTC will also focus on developing competency in teamwork, managing and applying evidence, quality improvement and patient safety. The course will include sessions on medical legal aspects of professionalism and public health and population health. The major topics addressed include:

- Teamwork skills (via a health care simulation exercise with reflection and lectures)Issues related to managing knowledge and information (evidence-based medicine, clinical practice guidelines, systematic reviews, library resources , and shared decision-making)
- Issues related broadly to the healthcare system (patient safety, public and population health, and quality improvement)
- Review of medical imaging and clinical pharmacology
- Preparation for clinical duties (including sessions addressing professionalism, infection control, procedural skills, managing crisis situations, order-writing, and the healthcare team)
- Special topics (such as inter-professional and intra-professional communication, medico-legal issues, and diversity and cultural sensitivity)

Transition to Residency

Medical students will use the final fourteen weeks of their MD training to bring together many of the concepts they have learned about functioning as doctors, and put them into practice in real world settings, as preparation for the role as a postgraduate trainee.

The will include classroom based learning activities about concepts such as understanding chronic care, medical-legal and licensure issues, complementary medicine, fitness to drive, and a number of other topics. This will also include review lectures, in preparation for licensing exams, which will bring the students back together for review of relevant clinical material. The Selective component will promote workplace based learning, where students have increased (graded) responsibility under supervision, allowing the students to bring together many different areas of knowledge and skill in the care of patients or populations, as they get ready for the increased responsibility of their residency programs. Selectives will also serve as a resource for students to complete specific self-directed learning activities.

The student will be expected to demonstrate competence in each of the UGME competency domains of Communicator, Collaborator, Manager, Health Advocate, Scholar and Professional in the specific setting of the Selective, such that they are prepared to undertake these roles in their first postgraduate year. The precise requirements for each competency are found in the UGME Goals and Objectives.

Prerequisites:

The prerequisite for the TTC is the completion of undergraduate medicine pre-clerkship course in the Faculty of Medicine at the University of Manitoba

The prerequisite for the TTR is the completion of TTC and all of the core and elective clerkships as approved by UGME.

Assessment

Assessment in the TTC is formative in nature, to assist the student in preparation to clinical clerkships.

Assessment in the TTR for clinical experiences: In training Evaluation Reports - Pass/Fail

For Non clinical components, assessment will be determined based on student learning goals including assignments, presentations, participation, debates, etc.) Each assessment will be assessed on a Pass/Fail basis.

Grading:

The Faculty of Medicine relies upon a Pass/Fail system. Details of how a student might fail a clerkship are found in the University of Manitoba's Policy on Promotion and Failure. Additional guidance, specific to the Faculty of Medicine can be found at the Faculties Promotion and Failure Policy. Details of the remediation process for students enrolled within the Faculty of Medicine can be found at the following link.

Faculty of Nursing

Deletion of lapsed course (see lapsed course report):

NURS 2140 Health Promotion of Individuals Cr.Hrs. 4	-4.0
NURS 2150 Facilitation of Self Care Cr.Hrs. 3	-3.0
NURS 2170 Prevention of Illness Cr.Hrs. 3	-3.0
NURS 2410 Coop Nursing Cr.Hrs. 0	-0.0
NURS 3410 Coop Nursing Cr.Hrs. 0	-0.0
NURS 3420 Coop Nursing Cr.Hrs. 0	-0.0
NURS 4410 Coop Nursing Cr.Hrs. 0	-0.0
NURS 4400 Rural Nursing Cr.Hrs. 3	-3.0

Modifications:

NURS 1280 Introduction to Nursing Cr.Hrs. 3 0.0
The profession of nursing and basic concepts relevant to nursing practice, education, and research are described. Past, present and future roles and functions of the nurse will be explored.

NURS 2120 Nursing Health Assessment Cr.Hrs. 4 0.0
This course focuses on the theory and skills necessary to collect a comprehensive health history and perform a complete physical examination. Nursing health assessment is presented as the systematic collection of data that can be used to make decisions about ways to promote, maintain or restore health.

NURS 2130 Nursing Skills Laboratory Cr.Hrs. 2 0.0
This is a scenario based course with an emphasis on provision of safe, competent, ethical care in the context of provision of introductory psychomotor nursing skills. Content is current and evidence based and deals with individuals across the lifespan and across cultures. Development of independent learning strategies and evaluation of learning needs are integral to the course.

NURS 2180 Clinical Nursing Practice 1 Cr.Hrs. 3 0.0
Concepts of health promotion are applied to the care of infants, children, adolescents and young adults. The focus is on health related nursing phenomena and the development of assessment, communication, teaching/facilitative skills, and basic psychomotor skills. Pre- or corequisite: NURS 1280, and NURS 2120, and NURS 2130, NURS 2240. Course evaluated on a pass/fail basis.

NURS 2190 Clinical Nursing Practice 2 Cr.Hrs. 3 0.0
(Formerly 049.219) Concepts of health promotion and illness prevention are applied to the care of healthy and at risk elderly adults. The focus is on health risk phenomena and the development of assessment, communication, teaching/facilitative, and basic psychomotor skills. Pre- or corequisite: NURS 1280, NURS 2120, NURS 2130, NURS 2230. Course evaluated on a pass/fail basis.

NURS 3210 Nursing Research Methods Cr.Hrs. 3 0.0
This course provides an overview and analysis of research strategies in nursing with a focus on developing critical appraisal skills to support evidence-informed nursing practice. Strongly recommended that students complete STAT 1000 prior to NURS 3210.

NURS 3280 Nursing Skills Laboratory Cr.Hrs. 2 0.0
This is a scenario based course with an emphasis on provision of safe, competent, ethical care in the context of provision of intermediate level psychomotor nursing skills. Content is current and evidence based and deals with individuals across the lifespan and across cultures. Development of independent learning strategies and evaluation of learning needs are integral to the course.

NURS 3290 Health Restoration in Nursing Cr.Hrs. 6 0.0
This course focuses on concepts, issues and research related to nursing care of clients across the lifespan in the acute phase of disease/disorder and during the perioperative experience. The impact on the family and community will be explored.

NURS 3300 Clinical Nursing Practice 3 Cr.Hrs. 3 0.0
Students will apply concepts of health restoration to the care of ill clients of all ages and their families in the acute stage of disease/perioperative experience. The focus is on illness related phenomena, critical thinking, the development of the care provider and communicator roles, application of research findings and identification of practice issues. Pre- or corequisite: NURS 3280, NURS 3290. Course evaluated on a pass/fail basis.

NURS 3320 Clinical Nursing Practice 4 Cr.Hrs. 3 0.0
Students will apply concepts of health maintenance to clients of all ages with long term illness. The course focuses on chronic illness and related phenomena, analytical thinking, development of nursing roles, application of research findings and membership on an interdisciplinary team. Pre- or corequisite: NURS 3280, NURS 3310. Course evaluated on a pass/fail basis.

NURS 3450 Introduction to Legal and Ethical Foundations of Nursing Practice Cr.Hrs. 3 0.0
The legal and ethical foundations that guide nursing practice are examined. The process of critical analysis and reasoning will be applied to common legal and ethical issues.

NURS 4260 Nursing Care in Mental Health and Illness Cr.Hrs. 3 0.0
This course focuses on the effects of alterations in mental health on the individual, the family and the community. It explores how nurses can facilitate healing and promote mental health. The student will gain a greater awareness of the therapeutic use of self in the provision of nursing care. Societal and historical issues influencing mental health in populations will be highlighted.

NURS 4270 Clinical Nursing Practice 5 Cr.Hrs. 4 0.0
This course focuses on the application of concepts, issues, research and skills related to the nursing care of individuals and families who are experiencing emotional/psychological distress. The focus is on critical thinking and relational practice skills; and the development of the professional, advocate and collaborator roles. Pre- or corequisite: NURS 4250, NURS 4260. Course evaluated on a pass/fail basis.

NURS 4290 Clinical Practicum Cr.Hrs. 10 0.0
This course enables students to integrate and critically apply concepts, theories and relevant research to an area of practice and a client group of their choice. Care will address all levels of health, reflect application of a focused body of theory, and consider concepts of leadership, research, ethics, family and community care. Prerequisite: all courses in the program. Course evaluated on a pass/fail basis.

NURS 4430 Clinical Nursing Practice 6 Cr.Hrs. 3 0.0
Students will apply relevant concepts, theories, and research in population health promotion, primary health care, and prevention of illness. The focus is on the development of nursing skills to work effectively with aggregates and communities. Pre- or corequisite: NURS 4420, NURS 4440. Course evaluated on a pass/fail basis.

NET CHANGE IN CREDIT HOURS: -13.0

Faculty of Science

Biological Sciences

Modification:

BIOL 3100 Skills in Biological Sciences Cr.Hrs. 3 0.0
This course will introduce students to the concepts and skills necessary to succeed in a research directed biology-based career, including: communication skills (scientific writing and oral presentations), critical thinking, strategies for employment and graduate training, familiarization with the range of biological research, and exposure to a variety of Biology-based careers. This course may not be held with the former BOTN 3570 (001.357) or ZOOL 3750 (022.375). Prerequisite: This course is restricted to Honours students in the Biological Sciences or departmental permission.

NET CHANGE IN CREDIT HOURS: 0.0

Program modification:

The department is proposing a modification to the course requirements for the B.Sc. Major and Honours programs in Biological Sciences, Evolutionary and Biodiversity Theme.

Biological Sciences
Program Modifications
Effective 2013 Fall Term

Biological Sciences Major and Honours – Evolution and Biodiversity Theme

Current Regulations:

Specific course required for the Evolution and Biodiversity Theme in addition to the core course requirements:

List A: One of the following: BIOL 3360, BIOL 4240, BIOL 4242, BIOL 4362

List B: One of the following: ~~BIOL 2262~~, BIOL 3200, BIOL 3242, BIOL 3250, BIOL 3270, BIOL 4212, BIOL 4214, BIOL 4216, BIOL 4218.

Proposed Regulations:

Specific course required for the Evolution and Biodiversity Theme in addition to the core course requirements:

List A: One of the following: BIOL 3360, BIOL 4240, BIOL 4242, BIOL 4362

List B: One of the following: BIOL 3200, BIOL 3242, BIOL 3250, BIOL 3270, BIOL 4212, BIOL 4214, BIOL 4216, BIOL 4218.

Summary: Remove BIOL 2262 from the optional Theme courses – List B

Rationale: On review, the Departmental curriculum committee found that BIOL 2262 is more akin to the 2000 level organismal courses the department delivers. As a consequence BIOL 2262, ***The Biology of Algae*** should be removed from the list of Optional List B Theme courses

Computer Science

Modifications:

COMP 3010 Distributed Computing Cr.Hrs. 3 0.0
(Formerly 074.301) An introduction to the development of client-server and peer-to-peer systems through web applications, distributed programming models, and distributed algorithms. Prerequisite: COMP 2150 (074.215) (C).

COMP 3490 Computer Graphics I Cr.Hrs. 3 0.0
(Formerly 074.349) An introductory course in computer graphics including topics such as raster graphics, two and three dimensional transforms, and simple rendering. Prerequisite: COMP 2140 (C); and either COMP 2190 (C), or both of (Math 1300 (C) and MATH 1500 (C)).

COMP 4580 Computer Security Cr.Hrs. 3 0.0
(Formerly 074.458) (Lab required) Computer security and information management. This course will examine state-of-the-art knowledge about the issues relevant to data and computer security. Prerequisite: COMP 3430 (C); and one of COMP 3010 (C) or COMP 3720 (C).

NET CHANGE IN CREDIT HOURS: 0.0

Program modification (Computer Science):

Computer Science
Program Modification
Effective 2013 Fall Term

Introduction of an additional ***area of specialization***: **Web-Based Systems**

The department would like to introduce a new specialization called web-based systems. This specialization will reflect the web-based content that students are exposed to in the courses stated in the specialization.

Courses for specialization:

COMP 3010 – Distributed systems
COMP 3020 – Human-computer interactions 1
COMP 3380 – Database concepts and usage
COMP 4350 – Software engineering 2
COMP 4580 – Computer Security

Rationale:
Many businesses have large web presences and the development of web-based systems will continue to accelerate. The need to have a good understanding of the fundamentals of web-based systems is vital for software developers and systems architects. This specialization provides the necessary skills and knowledge for designing, developing and understanding web-based systems.

Microbiology

Modification:

MBIO 3010 Mechanisms of Microbial Disease Cr.Hrs. 3 0.0
(Formerly 060.301) A consideration of host-parasite relationships, an introduction to the immune response, microbial pathogenesis, viral diseases, clinical microbiology and public health, and an introduction to antimicrobial agents. Not to be held with MBIO 3011. Prerequisites: MBIO 2020 (MBIO 2021) (C) or the former MBIO 2100 (or equivalent MBIO 2101, 060.210) (C). Pre- or Co-requisite: one of MBIO 2360, MBIO 2361 (060.236), CHEM 2360, or CHEM 2361 (002.236).

NET CHANGE IN CREDIT HOURS: 0.0

Physics and Astronomy

Deletion of lapsed courses (see lapsed course report):

PHYS 1300 Energy and the Environment Cr.Hrs. 6	-6.0
PHYS 2060 Fundamentals of Physics in Radiation Therapy Cr.Hrs. 3	-3.0
PHYS 2090 Radiation Protection in Radiation Therapy Cr.Hrs. 3	-3.0
PHYS 2150 Radiation Biology Cr.Hrs. 3	-3.0
PHYS 3360 Intermediate Modern Physics Cr.Hrs. 6	-6.0
PHYS 3570 Physics of Materials 1 Cr.Hrs. 3	-3.0
PHYS 4620 Advanced Classical Mechanics Cr.Hrs. 3	-3.0
PHYS 4630 Physics of Materials 2 Cr.Hrs. 3	-3.0

NET CHANGE IN CREDIT HOURS: -30.0 (or 0.0 excluding lapsed courses)

Program modification:

The department is proposing modifications to requirements for the B.Sc.(Hons.) in Physics and Astronomy, Option B Physics.

Physics and Astronomy
Program Modifications
Effective 2013 Fall Term

Current: Physics and Astronomy Honours: Option B Physics

HONOURS Option B: Physics[1] 120 CREDIT HOURS			
PHYS 1050 (or PHYS 1020) and PHYS 1070 (B) (or PHYS 1030 B+) MATH 1300[2], MATH 1500[2], MATH 1700[2] 6 credit hours of ARTS including the "W" requirement.	PHYS 2260, PHYS 2380, PHYS 2390, PHYS 2490, PHYS 2600, PHYS 2610, PHYS 2650	PHYS 3380, PHYS 3430 (6), PHYS 3650, PHYS 3670, PHYS 3680, PHYS 3630, PHYS 3640, PHYS 3660	PHYS 4390, PHYS 4510, PHYS 4520, PHYS 4590 6 credit hours[4] chosen from: PHYS 4672, PHYS 4674, PHYS 4676, PHYS 4678 ~~3 credit hours chosen from: PHYS 4250, PHYS 4600, PHYS 4620~~ MATH 3130
9 credit hours of open electives	9 credit hours of open electives[3]	3 credit hours of open electives[3]	6 credit hours of open electives[3]

Proposed: Physics and Astronomy Honours: Option B Physics

HONOURS Option B: Physics[1] 120 CREDIT HOURS			
PHYS 1050 (or PHYS 1020) and PHYS 1070 (B) (or PHYS 1030 B+) MATH 1300[2], MATH 1500[2], MATH 1700[2] 6 credit hours of ARTS including the "W" requirement.	PHYS 2260, PHYS 2380, PHYS 2390, PHYS 2490, PHYS 2600, PHYS 2610, PHYS 2650	PHYS 3380, PHYS 3430 (6), PHYS 3650, PHYS 3670, PHYS 3680, PHYS 3630 PHYS 3660 **MATH 3130**	**PHYS 3640, PHYS 4250**, PHYS 4390, PHYS 4510, PHYS 4520, PHYS 4590 6 credit hours[4] chosen from: PHYS 4672, PHYS 4674, PHYS 4676, PHYS 4678
9 credit hours of open electives	9 credit hours of open electives[3]	3 credit hours of open electives[3]	6 credit hours of open electives[3]

Summary of and Rationale for Changes:

1. Remove the Year 4 "choose from: 4250, 4600, 4620" list. PHYS 4600 and PHYS 4620 have been deleted.
2. Move PHYS 4250 from the 4th year option list (see #1) to the list of required 4th year PHYS courses. It was the only course left from the "choose from" list noted in summary point number 1 and will remain a requirement of the program.
3. Editorially switch MATH 3130 to year 3, and PHYS 3640 to year 4. MATH 3130 is a course that is useful for successful completion of the year 4 PHYS requirements and should be taken prior to the last year.

Faculty of Social Work

Program modification (Social Work, Interfaculty Option in Aging)

5. Revised Program Description

Calendar Changes

1.3 Interfaculty Option in Aging,

The Interfaculty Option in Aging is offered by the following faculties: Arts, Human Ecology, Nursing, Kinesiology and Recreation Management, Clayton H. Riddell Faculty of Environment, Earth and Resources, and Social Work. To complete the option, students will complete each of the following requirements: a) 2610* Health and Physical Aspects of Aging; b) 2650* The Social Aspects of Aging; c) one field placement SWRK 3150, **SWRK 3152** or SWRK 4120 in aging d) one Field Focus of Social Work Practice course (SWRK 4200 or SWRK 4300) in aging. Students are encouraged to take courses from the participating units other than Social Work.

Course No. Course Name	Credit Hours	Year
SWRK 1310 Introduction to Social Welfare Policy Analysis	3	1
SWRK 2080 Interpersonal Communication Skills	3	1
SWRK 2090 Human Behaviour and Social Work Practice	6	1
SWRK 3140 Introduction to Social Work Practice	3	1
SWRK 3150 Field Instruction 1	12	2
SWRK 3152 Prior Learning Assessment and Recognition of Field Practice	**12**	**2**

NOTES:

1) SWRK 1310 and SWRK 2080 are open to University 1 students,

2) All students must take the foundation courses very early in the program. Failure to do so may restrict progression through the program.

3) See (Section5) for a complete list of pre-/corequisites.

4) Students must take SWRK 1310 before proceeding to SWRK 2110, , SWRK 2130, and SWRK 3130. In addition, SWRK 1310, SWRK 2080 and SWRK 2090 are pre- or corequisite to SWRK 3140.

4) All foundation courses (SWRK 1310, SWRK 2080, SWRK 2090 and SWRK 3140) are pre-requisite to SWRK 4200, SWRK 4300, SWRK 4210, SWRK 4220, SWRK 3150**, SWRK 3152** and SWRK 4120. In addition, SWRK 3150 **or SWRK 3152** Field Instruction 1 is pre-requisite to SWRK 4120 Field Instruction 2.

6) See Aurora Class Schedule for a list of SWRK 4200 and SWRK 4300 courses.

7) Students must take one section of SWRK 4200 and one section of SWRK 4300. Each section is anchored in a different field or focus of social work practice. It is recommended that students take SWRK 4200 and SWRK 4300 courses that corresponds with their field placement area of practice.

8) Students must take SWRK 4200 concurrently with SWRK 3150 **or SWRK 3152** and SWRK 4300 concurrently with SWRK 4120. If a student withdraws from SWRK 4200, he/she must also withdraw from SWRK 3150 and if a student withdraws from SWRK 4300, he/she must also withdraw from SWRK 4120. As well, if a student withdraws from SWRK 3150 he/she must withdraw from SWRK 4200 and if a student withdraws from SWRK 4120 he/she must withdraw from SWRK 4300. Students, who fail to withdraw from the corequisite course, will be withdrawn.

Please see attached documents.

Université de Saint-Boniface

Faculty of Arts

Anthropology

Introductions:

ANTH 2101 Initiation à l'archéologie Cr.Hrs. 3 +3.0
(Ancien 076.210) Introduction générale à l'étude des principes de l'archéologie et à l'analyse et l'interprétation des matériaux et artefacts rencontrés dans les études en archéologie. On ne peut se faire créditer ANTH 2101 et ANTH 2100 et l'ancien 076.290. Préalable: une note minimale de C dans ANTH 1210 (076.121) ou ANTH 1211 ou l'ancien 076.120, ou l'autorisation écrite de la professeure ou du professeur.

ANTH 2861 Évolution et diversité humaine Cr.Hrs. 3 +3.0
(Ancien 076.286) Introduction à l'étude de l'interaction des rôles de l'hérédité, de la culture et de l'environnement dans les diverses populations du genre humain et introduction aux principes biologiques de base expliquant les variations des populations humaines. On ne peut se faire créditer ANTH 2861 et ANTH 2860. Préalable: une note minimale de C dans ANTH 1210 (076.121) ou ANTH 1211 ou l'ancien 076.120, ou l'autorisation écrite de la professeure ou du professeur.

Modifications:

ANTH 3381 Problèmes sociaux contemporains et l'anthropologie Cr.Hrs. 3 +0.0
(Ancien 076.338) Étude de la pauvreté, de la responsabilité sociale, du colonialisme, du racisme, de l'éducation, de la dégradation de l'écologie et de la violence du point de vue anthropologique. On ne peut se faire créditer ANTH 3381 et ANTH 3380. Préalables: (une note minimale de C dans ANTH 2000 ou ANTH 2001 et un cours de 3 crédits parmi ANTH 2020, ANTH 2530, ou ANTH 2831) ou (une note minimale de C dans l'ancien ANTH 2390 ou ANTH 2391 (076.239)), ou l'autorisation écrite de la professeure ou du professeur.

ANTH 3471 Histoire de la pensée anthropologique Cr.Hrs. 3 +0.0
(Ancien 076.347) Étude du développement des principaux paradigmes des courants théoriques et méthodologiques en anthropologie. On ne peut se faire créditer ANTH 3471 et ANTH 3470. Préalable: (une note minimale de C dans ANTH 2000 ou ANTH 2001 et un cours de 3 crédits parmi ANTH 2020, ANTH 2530 ou ANTH 2831) ou (une note minimale de C dans l'ancien ANTH 2390 ou ANTH 2391 (076.239)), ou l'autorisation écrite de la professeure ou du professeur.

Université de Saint-Boniface

Removal of Areas of study designations (« subfields ») in the Department of Anthropology

As per letter of Stacie Burke (see documentation attached), Associate Head & Undergraduate Program Committee Chair, Department of Anthropology, the title of all Anthropology courses offered at Université de Saint-Boniface is modified to remove the area of study designation (A= Introduction, B= Anthropologie culturelle générale, C= Anthropologie physique, D= Archéologie, E= Anthropologie appliquée).

ANTH 1211	L'origine et l'antiquité de l'humanité ~~(A)~~ (3)
ANTH 1221	Anthropologie culturelle ~~(A)~~ (3)
ANTH 2001	Langage et culture ~~(B)~~ (3)
ANTH 2011	Culture, société et pouvoir ~~(B)~~ (3)
ANTH 2041	Les Amérindiens de l'Amérique du nord : étude socioculturelle ~~(B)~~ (3)
ANTH 2071	Religions amérindiennes et inuit ~~(B)~~ (3)
ANTH 2381	Arts, symboles et cultures ~~(B)~~ (3)
ANTH 2551	Culture et l'individu ~~(B)~~ (3)
ANTH 2831	Méthodes en ethnologie ~~(B)~~ (3)
ANTH 3211	Évolution de la culture ~~(B)~~ (3)
ANTH 3321	Femmes, sociétés et cultures ~~(B)~~ (3)
ANTH 3381	Problèmes sociaux contemporains et l'anthropologie ~~(B)~~ (3)
ANTH 3461	Ethnologie des Amérindiens de l'Amérique du Nord ~~(B)~~ (3)
ANTH 3471	Histoire de la pensée anthropologique ~~(B)~~ (3)
ANTH 3501	Peuples de l'arctique ~~(B)~~ (3)
ANTH 3531	Peuples d'Amérique du sud ~~(B)~~ (6)
ANTH 3551	Sous-cultures canadiennes ~~(B)~~ (3)
ANTH 3751	Globalisation et mondialisation: une perspective anthropologique ~~(B)~~ (3)
ANTH 3811	Anthropologie des systèmes de croyances ~~(B)~~ (3)
ANTH 3971	Ethnographie régionale ~~(B)~~ (3)

André Samson
Doyen, Faculté des arts et Faculté des sciences
Le 26 juin 2012

NET CHANGE IN CREDIT HOURS: -+6.0

Program modifications (USB, Anthropology):

Université de Saint-Boniface

Restructuring of General Major and Minor Program in Anthropology

As per letter of Stacie Burke (see documentation attached), Associate Head & Undergraduate Program Committee Chair, the Department of Anthropology at University of Manitoba is restructuring the General Major and Minor Program. Accordingly, the *Faculté des arts* at Université de Saint-Boniface is changing the "annuaire" (Calendar) to reflect those changes.

Current Description :

C - ANTHROPOLOGIE (ANTH / 076)

Majeure (30 crédits)	Mineure (18 crédits)
ANTH 1211 (3) et ANTH 1221 (3) + ANTH 2001 (3) et un cours de 3 crédits de niveau 2000 du groupe B + 12 crédits au choix (niveau 2000/3000) et 6 crédits facultatifs* : U. du M. : * soit en archéologie (groupe D) * soit en anthropologie physique (groupe C) USB : * soit en études autochtones (ANTH 2041 et l'un des suivants : ANTH 2071 ou ANTH 3461 ou ANTH 3501) (groupe B) * soit en anthropologie symbolique (ANTH 2381 et ANTH 3811) (groupe B)	ANTH 1211 (3) et ANTH 1221 (3) + 12 crédits au choix (on recommande ANTH 2001 et un cours de 3 crédits de niveau 2000 du groupe B + 6 crédits au choix)

Spécialisations en anthropologie selon l'Université du Manitoba	
Groupe A – Introduction à l'anthropologie	Groupe D – Archéologie
Groupe B – Anthropologie culturelle générale	Groupe E – Anthropologie appliquée
Groupe C – Anthropologie physique	

New description :

C - ANTHROPOLOGIE (ANTH / 076)

Majeure (30 crédits)	Mineure (18 crédits)
ANTH 1211 (3) et ANTH 1221 (3) + ANTH 2001 (3), ANTH 2101 (3) et ANTH 2861 (3) + un cours de 3 crédits parmi ANTH 2020, ANTH 2530, ANTH 2831 + 12 crédits au choix de niveau 2000 ou plus (dont un minimum de 6 crédits de niveau 3000 ou 4000)	ANTH 1211 (3) et ANTH 1221 (3) + 12 crédits au choix (on recommande ANTH 2001)

André Samson
Doyen, Faculté des arts et Faculté des sciences
10 octobre 2012

French

Deletion of lapsed courses (see lapsed course report):

FRAN 2651 La nature dans la littérature française Cr.Hrs. 3 -3.0
FRAN 4061 La femme dans la littérature Cr.Hrs. 3 -3.0
FRAN 4631 Métamorphoses du roman Cr.Hrs. 3 -3.0
FRAN 4651 Poésie féminine Cr.Hrs. 3 -3.0
FRAN 4851 Du classicism à l'éxotisme Cr.Hrs. 3 -3.0

NET CHANGE IN CREDIT HOURS: -15.0

History

Introductions:

HIST 3301 Histoire du terrorisme contemporain (G) Cr.Hrs. 3 +3.0
Étude d'un aspect particulier des conflits sociopolitiques qui ont marqué l'histoire contemporaine: le terrorisme. L'évolution historique de ce phénomène est traitée tant du point de vue de sa notion / définition(s), son / ses idéologie (s), ses objectifs ou buts, que de ses revendications, sa géographie et ses méthodes d'action. Préalable: une note minimale de C dans 6 crédits en Histoire ou l'autorisation écrite de la professeure ou du professeur.

NET CHANGE IN CREDIT HOURS: +3.0

Philosophy

Deletion of lapsed courses (see lapsed course report):

PHIL 2611
PHIL 2651 Platon Cr.Hrs. 3 -3.0
PHIL 3551 Philosophie de l'éducation Cr.Hrs. 3 -3.0

NET CHANGE IN CREDIT HOURS: -6.0

Political Science

Deletions:

POLS 1501 Introduction à la politique I Cr.Hrs. 6 -6.0
POLS 2041 Introduction aux relations internationales Cr.Hrs. 6 -6.0
POLS 2511 Les grandes penseurs politiques Cr.Hrs. 6 -6.0
POLS 3561 Politique étrangère canadienne Cr.Hrs. 6 -6.0

Introductions:

POLS 1503 Introduction à la politique I Cr.Hrs. 3 +3.0
Introduction aux concepts fondamentaux à l'analyse des phénomènes politiques. Problèmes et enjeux associés à l'exercice de l'autorité et à la construction de la légitimité politique. Exploration des dynamiques politiques au sein des institutions politiques: démocraties libérales

et régimes autoritaires. On ne pe ut se faire créditer POLS 1503 et POLS 1500 (019.150) ou l'ancien POLS 1501.

POLS 1505 Introduction à la politique II Cr.Hrs. 3 +3.0
Aperçu des principales idéologies contemporaines. Évaluation de leur rôle dans les dynamiques politiques. Parmi les idéologies existantes, seront principalement abordées: libéralisme, néo-libéralisme, conservatisme, fascisme, néo-conservatisme, socialisme, anarchisme, féminisme. Préalable: POLS 1503. On ne peut se faire créditer POLS 1505 et POLS 1500 (019.150) ou l'ancien POLS 1501.

POLS 2003 Introduction à la politique comparée I Cr.Hrs. 3 +3.0
Introduction à l'étude comparative de processus et dynamiques politiques internes aux états, dans différents contextes historiques, culturels et institutionnels. Méthodes, approches, typologies et concepts utilisés dans l'analyse comparée des dynamiques et processus politiques: révolutions sociales, contre-révolution, modernisation, démocratisation, industrialisation, formes variées d'action collective. On ne peut se faire créditer POLS 2003 et POLS 2000 (019.200).

POLS 2005 Introduction à la politique comparée II Cr.Hrs. 3 +3.0
Introduction a l'étude comparative des institutions et des régimes politiques dans différents contextes historiques, culturels et institutionnels. Méthodes, approches, typologies et concepts utilisés dans l'analyse comparée des institutions et régimes politiques: démocraties libérales, régimes totalitaires, autoritaires et post-communistes. Préalable: POLS 2003. On ne peut se faire créditer POLS 2005 et POLS 2000 (019.200).

POLS 2043 Introduction à la politique globale I Cr.Hrs. 3 +3.0
Introduction à l'analyse des actions et des interactions politiques au sein du système mondial. Analyse de la formation et des transformations des normes et du cadre institutionnel qui influencent les interactions entre les divers acteurs du système mondial: compétition, conflit et coopération. Analyse du processus d'institutionnalisation des asymétries de pouvoir au sein du système mondial sur la longue durée. On ne peut se faire créditer POLS 2043 et POLS 2040 (019.204) ou l'ancien POLS 2041.

POLS 2045 Introduction à la politique globale II Cr.Hrs. 3 +3.0
Aperçu des grandes traditions théoriques pour l'étude des actions et des interactions politiques internationales: idéalisme, réalisme et marxisme. Aperçu des transformations contemporaines des structures et dynamiques du système mondial: Sécurité, guerre, droit et institutions internationales et émergence des acteurs transnationaux. Préalable: POLS 2043. On ne peut se faire créditer POLS 2045 et POLS 2040 (019.204) ou l'ancien POLS 2041.

POLS 2513 Pensée politique classique Cr.Hrs. 3 +3.0
Les grandes questions de la pensée politique analysées à travers la lecture critique des auteurs classiques depuis l'Antiquité jusqu'au XVIe siècle. Permanence, pertinence actuelle et discontinuités de la réflexion politique. Les auteurs, situés dans leur context historique, comprendront notamment Platon, Aristote, Cicéron, Saint Augustin, Saint Thomas d'Aquin et Machiavelli. On ne pe ut se faire créditer POLS 2513 et POLS 2510 (019.251) ou l'ancien POLS 2511.

POLS 2515 Pensée politique moderne Cr.Hrs. 3 +3.0
Introduction à la genèse et au développement des grands courants de pensée des XVIIe, XVIIIe et XIXe siècles. Les idées libérales et leurs critiques situées dans leur context historique. Les

concepts du libéralisme et les idées de l'égalitarisme social. les auteurs étudiés incluront notamment Hobbes, Locke, Rousseau, Burke, Smith et Marx. Préalable: POLS 2513. On ne peut se faire créditer POLS 2515 et POLS 2510 (019.251) ou l'ancien POLS 2511.

POLS 3563 Le Canada dans le système mondial Cr.Hrs. 3 +3.0
Aperçu du rôle et de l'influence de l'État canadien au sein du système mondial depuis la Deuxième Guerre mondiale. Analyse des grandes mutations du système mondial et leurs effets sur la formulation et la conduite de la politique étrangère et de la défense canadienne. La participation canadienne au sein des institutions et forums multilatéraux en relation avec le processus de mondialisation. On ne peut se faire créditer POLS 3563 et POLS 3520 (019.352) ou POLS 3561. Préalables: une note minimale de C dans POLS 1500 (019.150) ou POLS 1501 ou dans POLS 1503 et POLS 1505 ou l'autorisation écrite de la professeure ou du professeur.

POLS 3951 Méthodes de recherche en sciences politiques Cr.Hrs. 3 +3.0
Introduction aux principales méthodes de recherche quantitative et qualitative utilisées dans l'étude des phénomènes politiques. Les méthodes abordées sont: conduite d'entrevues, analyse de contenu, études comparatives, questionnaires de sondage, échantillonnage, éthique de la récherche et analyse statistique de base. On ne peut se faire créditer POLS 3951 et POLS 3950 (019.395) ou l'ancien 019.390. Préalable: Une note minimale de C dans 6 crédits de sciences politiques de niveau 2000 ou l'autorisation écrite de la professeure ou du professeur.

Modifications:

POLS 3251 Économie politique internationale Cr.Hrs. 3 0.0
Étude des interrelations entre processus politiques, production et distribution de la richesse dans l'environnement intemational. L'accent est mis autant sur le développement historique, les perspectives théoriques majeures que sur les enjeux fondamentaux en économie politique intemationale. On ne peut se faire créditer POLS 3251 et POLS 3250 (019.325). Préalable: une note minimale de C dans POLS 2040 (019.204) ou POLS 2041 ou POLS 2043 et POLS 2045 ou l'autorisation écrite de la professeure ou du professeur.

POLS 3841 Les approaches théoriques en relations internationales Cr.Hrs. 3 0.0
(Ancien 019.384) Étude des différentes approches théoriques utilisées dans l'analyse des relations internationales, ainsi que des méthodologies utilisées par les analystes de la politique intemationale. On ne peut se faire créditer POLS 3841 et POLS 3840 (019.384). Préalable: une note minimale de C dans POLS 2041 ou POLS 2040 (019.204) ou POLS 2043 et POLS 2045, ou l'autorisation écrite de la professeure ou du professeur.

NET CHANGE IN CREDIT HOURS: +6.0

Psychology

Introduction:

PSYC 3481 Psychologie des relations interculturelles et intergroupes Cr.Hrs. 3 +3.0
Étude des aspects psychologiques impliqués dans les relations entre individus ou groups d'individus issus de cultures ou sous-cultures différentes. Définition des concepts de stéréotype, de préjugé et de discrimination et exploration de leurs sources d'influence respectives. Présentation des grandes théories qui visent à expliquer les conflits interculturels et intergroupes et celles qui visent à promouvoir de bonnes relations entre cultures. Préalable: une note minimale de C dans PSYC 1201 ou PSYC 1200 (017.120) ou dans PSYC 1211 (017.121)

et PSYC 1221 (017.122), ou l'autorisation écrite de la professeure ou du professeur. On ne peut se faire créditer PSYC 3481 et INTL 4481.

NET CHANGE IN CREDIT HOURS: +3.0

Arts (interdisciplinary)

Modification:

ARTS 1111 Introduction aux études universitaires Cr.Hrs. 3 0.0
(L'ancien 099.111) Cours offert sous forme de séminaires dont le but est de faciliter la transition vers l'université. Développement des connaissances, des compétences et des attitudes nécessaires pour bien réussir les études universitaires. Il y a un maximum de 30 inscriptions par section. On ne peut se faire créditer à la fois ARTS 1111 et ARTS 1110 (099.111). Ce cours est offert uniquement aux étudiants qui ont complété moins de 60 crédits.

NET CHANGE IN CREDIT HOURS: 0.0

Faculty of Science

Biochemistry / Microbiology

Introductions:

MBIO 3981 Stage professionnel 1 Cr.Hrs. 0 0.0
Stage professionnel dans une entreprise, une industrie ou une agence gouvernementale pour les étudiantes et étudiants inscrits au programme coopératif de la majeure conjointe en microbiologie et en biochimie. La rédaction d'un rapport final, résumant le travail accompli durant le stage de quatre mois, est exigée. Note: réussite ou échec. Préalable: MBIO 2370 ou MBIO 2371 ou CHEM 2370 ou CHEM 2371.

MBIO 3991 Stage professionnel 2 Cr.Hrs. 0 0.0
Stage professionnel dans une entreprise, une industrie ou une agence gouvernementale pour les étudiantes et étudiants inscrits au programme coopératif de la majeure conjointe en microbiologie et en biochimie. La rédaction d'un rapport final, résumant le travail accompli durant le stage de quatre mois, est exigée. Note: réussite ou échec.

MBIO 4981 Stage professionnel 3 Cr.Hrs. 0 0.0
Stage professionnel dans une entreprise, une industrie ou une agence gouvernementale pour les étudiantes et étudiants inscrits au programme coopératif de la majeure conjointe en microbiologie et en biochimie. La rédaction d'un rapport final, résumant le travail accompli durant le stage de quatre mois, est exigée. Note: réussite ou échec.

MBIO 4991 Stage professionnel 4 Cr.Hrs. 0 0.0
Stage professionnel dans une entreprise, une industrie ou une agence gouvernementale pour les étudiantes et étudiants inscrits au programme coopératif de la majeure conjointe en microbiologie et en biochimie. La rédaction d'un rapport final, résumant le travail accompli durant le stage de quatre mois, est exigée. Note: réussite ou échec.

NET CHANGE IN CREDIT HOURS: 0.0

Program modification:

The departments are proposing modifications to the existing Bachelor of Science with a Joint Major in Biochemistry and Microbiology, including the introduction of the courses noted above, in order to transform the program into a co-operative program. Enrolment in the non-co-operative option will end with the introduction of the co-operative program.

Université de
Saint-Boniface
Une éducation supérieure depuis 1818

Co-operative program for the Bachelor of Science with a Joint Major in Biochemistry and Microbiology

Executive Summary

- Université de Saint-Boniface (USB) currently offers two programs in the Faculty of Science: the General Bachelor of Science (3 years – 90 credits) and the Bachelor of Science with a Joint Major in Biochemistry and Microbiology (4 years – 120 credits). We intend to transform this last program into a co-operative program.

- A feasibility study conducted in 2011-12 showed that there was considerable interest on the part of Manitoba employers in the fields of medical biotechnology, health services and research, agriculture and nutraceuticals, pharmaceutical research, and environmental science. Students also expressed great interest in such a program.

- The coop program developed by USB meets all the requirements of the Canadian Association for Co-operative Education (CAFCE).

- The four (4) work terms, each lasting four (4 months), are paid employment. The first three (3) terms are compulsory and the fourth one is optional.

- Academic terms alternate with work terms. For this reason, one academic term must take place in the summer and some work terms must take place during the fall and winter sessions (see Table 1).

- Transforming the Bachelor of Science with a Joint Major in Biochemistry and Microbiology into a coop program requires the addition of only one (1) more faculty member. This person would be responsible for teaching and for coordinating the work terms.

- Since tuition fees are required for the work terms, it is expected that the coop program will be financially self-sustaining within four (4) years. USB is therefore not requesting additional funds from the Council on Post-Secondary Education to set up this program (see Table 2).

- Based on our application for a base operating grant to extend the 4-year Bachelor of Science Program, it is noted that an additional $ 84 000 in base funding is still required to offer the full program.

- During the implementation phase of the program, between five (5) and ten (10) students will be admitted per year. Once the program is well established, this number will be increased.

- This coop program will come into effect in September 2013.

200, avenue de la Cathédrale, Winnipeg (Manitoba) R2H 0H7 Canada • Téléphone : 204-233-0210 • Télécopieur : 204-237-3240 • ustboniface.ca

Annexe

Grille horaire pour le baccalauréat ès sciences avec majeure conjointe en biochimie et microbiologie

Noir = cours obligatoires; Italique = cours facultatifs (FAC); X = congé; * = cours choisi arbitrairement selon les trois choix
B: biologie ; C: chimie ; M: microbiologie ; P: physique ; F: français ; S: statistique

2012-13			2013-14			2014-15			2015-16			2016
1ere A	1ere H	ÉTÉ	2 A	2 H	ÉTÉ	3 A	3 H	Cours ÉTÉ	4 A	4 H	ÉTÉ	5 A
B1021	B1031	X	C2211	C2221	stage 1	C2281	stage 2	C4631	stage 3	C4371	stage 4	M3451
C1301	C1311	X	C2361	C2371	stage 1	C4621	stage 2	C4361	stage 3	*M4011*	stage 4	*FAC*
M1501	M1701	X	M1011	M2021	stage 1	M3411	stage 2	C3571	stage 3	*M4601*	stage 4	C2471
P1021	P1031	X	S1001	*FAC*	stage 1	C2401	stage 2	*FAC*	stage 3	*M4581*	stage 4	M3461*
F	F	X	*FAC*	*FAC*	stage 1	*M3011*	stage 2	*FAC*	stage 3	*M4411*	stage 4	*FAC*

2013-14			2014-15			2015-16			2016-17			2017
1ere A	1ere H	ÉTÉ	2 A	2 H	ÉTÉ	3 A	3 H	Cours ÉTÉ	4 A	4 H	ÉTÉ	5 A
B1021	B1031	X	C2211	C2221	stage 1	C4361	stage 2	C4621	stage 3	C4631	stage 4	*FAC*
C1301	C1311	X	C2361	C2371	stage 1	C2401	stage 2	*M4581*	stage 3	C2471	stage 4	*FAC*
M1501	M1701	X	M1011	M2021	stage 1	M3411	stage 2	C4371	stage 3	*M4011*	stage 4	*M3451*
P1021	P1031	X	S1001	*FAC*	stage 1	*FAC*	stage 2	*FAC*	stage 3	*M4411*	stage 4	*FAC*
F	F	X	C2281	C3571	stage 1	*M3011*	stage 2	*FAC*	stage 3	M4541*	stage 4	*M3461*

2014-15			2015-16			2016-17			2017-18			2018
1ere A	1ere H	ÉTÉ	2 A	2 H	ÉTÉ	3 A	3 H	Cours ÉTÉ	4 A	4 H	ÉTÉ	5 A
B1021	B1031	X	C2211	C2221	stage 1	C2281	stage 2	C4631	stage 3	C4371	stage 4	M3451
C1301	C1311	X	C2361	C2371	stage 1	C4621	stage 2	C4361	stage 3	*M4011*	stage 4	*FAC*
M1501	M1701	X	M1011	M2021	stage 1	M3411	stage 2	C3571	stage 3	*M4601*	stage 4	C2471
P1021	P1031	X	S1001	*FAC*	stage 1	C2401	stage 2	*FAC*	stage 3	*M4581*	stage 4	M3461*
F	F	X	*FAC*	*FAC*	stage 1	*M3011*	stage 2	*FAC*	stage 3	*M4411*	stage 4	*FAC*

2015-16			2016-17			2017-18			2018-19			2019
1ere A	1ere H	ÉTÉ	2 A	2 H	ÉTÉ	3 A	3 H	Cours ÉTÉ	4 A	4 H	ÉTÉ	5 A
B1021	B1031	X	C2211	C2221	stage 1	C4361	stage 2	C4621	stage 3	C4631	stage 4	*FAC*
C1301	C1311	X	C2361	C2371	stage 1	C2401	stage 2	*M4581*	stage 3	C2471	stage 4	*FAC*
M1501	M1701	X	M1011	M2021	stage 1	M3411	stage 2	C4371	stage 3	*M4011*	stage 4	*FAC*
P1021	P1031	X	S1001	*FAC*	stage 1	*M3011*	stage 2	*FAC*	stage 3	*M4411*	stage 4	*FAC*
F	F	X	C2281	C3571	stage 1	*M3461*	stage 2	*FAC*	stage 3	M4541*	stage 4	*M3451*

Colors removed as per request of Ms Shannon Coyston
(Office of the University Secretary)

Chemistry

Modification:

CHEM 4711 Project de recherche en chimie ou biochimie Cr.Hrs. 3 0.0
Un projet de recherche dans n'importe quel aspect de la chimie ou de la biochimie, choisi en consultation avec l'administrateur du cours ou un superviseur approprié de la Faculté. Des rapports écrits et des présentations orales à la fin du projet sont nécessaires. Cours normalement offert seulement lors de leur dernière année du programme de chimie. On ne peut se faire créditer CHEM 4711 et CHEM 4710, MBIO 4531 ou MBIO 4530 (60.453). Préalable: autorisation écrite du professeur ou de la professeure.

NET CHANGE IN CREDIT HOURS: 0.0

Computer Science

Deletion of lapsed course:

COMP 1271 Introduction aux services informatiques modernes II Cr.Hrs. 3 -3.0

NET CHANGE IN CREDIT HOURS: -3.0

Physics

Deletion of lapsed courses (see lapsed course report):

PHYS 2201 Électricité et magnétisme Cr.Hrs. 6 -6.0

Modification:

PHYS 2261 Optique Cr.Hrs. 3 0.0
(Labo requis) (Ancien 016.226) Étude de la réfraction, de la réflexion, des sytèmes de lentilles simples et des sytèmes optiques, de la dispersion, de l'achromatisme. Vue élémentaire de la diffraction, de l'interférence et de la polarisation. On ne peut se faire créditer PHYS 2261 et PHYS 2260. Préalables: un de PHYS 1071, PHYS 1070 (016.107) ou PHYS 2152 (avec une note minimale de C) ou les deux cours PHYS 1021 (PHYS 1020 ou 016.102) et PHYS 1031 (PHYS 1030 ou (016.103) (avec une note minimale de C +) et un de MATH 1501, MATH 1500 (136.150), MATH 1510 (136.151), MATH 1520 (136.152), MATH 1530 (136.153) ou MATH 1690 (136.169). Prérequis ou concomitants: un de MATH 1301, MATH 1300 (136.130) ou MATH 1310 (136.131) et un de MATH 1690, MATH 1701, MATH 1700 (136.170), MATH 1710 (136.171) ou 136.173.

NET CHANGE IN CREDIT HOURS: -6.0 (or 0.0 credit hours excluding lapsed courses)

Faculty of Management

Accounting and Finance

Introductions:

ACC 3051 Comptabilité fiscale Cr.Hrs. 3 +3.0
(Ancien 009.305) Structure et notions du système fiscal canadien. Importance accordée aux pratiques fiscales courantes. Préalable: ACC 1101 ou ACC 1100 (009.110) (C+). On ne peut se faire créditer ACC 3051 et ACC 3050.

ACC 4011 Vérification Cr.Hrs. 3 +3.0
(Ancien 009.401) Étude de la philosophie et des notions de la vérification, des responsabilités légales et éthiques d'un vérificateur, des techniques de base de la vérification, y compris l'échantillonnage statistique et l'établissement d'organigrammes, et de la vérification de gestion. Préalables: [ACC 2011 ou ACC 2010 (009.201) (D)] et [ACC 2021 ou ACC 2020 (009.202) (D)], ou l'autorisation du chef de département. On ne peut se faire créditer ACC 4011 et ACC 4010 (009.401).

NET CHANGE IN CREDIT HOURS: +6.0

Business Administration

Modification:

GMGT 2071 Introduction au comportement organisationnel Cr.Hrs. 3 0.0
(L'ancien 027.207) Analyse de l'impact du comportement humain sur l'organisation formelle et informelle. Les sujets traités sont le leadership, les groupes de travail, les conflits au sein de l'organisation et la communication. On ne peut se faire créditer GMGT 2071 et GMGT 2070 ou GMGT 2030.

NET CHANGE IN CREDIT HOURS: 0.0

School of Translation

Program modifications (certificat de traduction (par Internet)):

Programme actuel du certificat (source : annuaire 2011-2012)	**Programme modifié** *Les modifications sont en italique.*
Cours obligatoires TRAD 2111 Informatique et traduction (3) TRAD 2151 Introduction à la traduction (3) TRAD 3011 Lexicologie comparée (3) TRAD 3051 Syntaxe comparée (3) TRAD 3131 Terminologie bilingue et documentation (3) TRAD 3261 Traduction générale (anglais-français) (3) TRAD 3271 General Translation (French-English) (3)	**Cours obligatoires** TRAD 2111 Informatique et traduction (3) TRAD 2151 Introduction à la traduction (3) TRAD 3011 Lexicologie comparée (3) TRAD 3051 Syntaxe comparée (3) TRAD 3131 Terminologie bilingue et documentation (3) TRAD 3261 Traduction générale (anglais-français) (3) TRAD 3271 General Translation (French-English) (3) *TRAD 3111 Laboratoire 1 (Le laboratoire 1 repose sur une démarche de travail individuelle et autonome encadrée par la ou le professeur. L'étudiante ou l'étudiant au certificat doit suivre ce cours en fin de parcours, c'est-à-dire après avoir suivi au moins 8 cours de son programme.)*
Cours à option L'étudiante ou l'étudiant doit choisir 6 crédits de cours parmi les cours suivants : TRAD 4051 Révision (3) TRAD 4421 Traduction commerciale et économique (anglais-français) (3) TRAD 4231 Translation in the Social Sciences (3)	**Cours à option** L'étudiante ou l'étudiant doit choisir 6 crédits de cours parmi les cours suivants : TRAD 4051 Révision (3) TRAD 4421 Traduction commerciale et économique (anglais-français) (3) TRAD 4231 Translation in the Social Sciences (3) *TRAD 4381 Traduction en sciences sociales (3)* *TRAD 4391 Traduction juridique (3)* *TRAD 4401 Traduction littéraire (3)* *TRAD 4411 Traduction scientifique et technique (3)* *TRAD 4241 Legal Translation (3)* *TRAD 4251 Literary Translation (3)* *TRAD 4271 Scientific and Technical Translation (3)*
L'étudiante ou l'étudiant doit choisir 3 crédits de cours parmi les cours suivants : TRAD 4071 Mémoire de traduction (3) TRAD 4101 Mémoire de terminologie (3)	

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES – 2013/2014

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

	Fall Deadline	**SPPC Meeting**	**Spring Deadline**	**Senate Executive Meeting**	**Senate Meeting**
Curriculum/Course changes < 9 CH	September 13, 2013 *Submitted to SCCCC only*			November 25, 2013	December 4, 2013
Curriculum/Course changes > 9 CH or with resource implications	August 16, 2013 *Submitted to SCCCC and SPPC*	September 30, 2013		October 23, 2013	November 6, 2013
Curriculum/Course changes < 9 CH			February 13, 2014	April 30, 2014	May 14, 2014
Curriculum/Course changes > 9 CH or with resource implications					

Note:

1. All changes with resource implications must be considered by the Senate Planning and Priorities Committee (SPPC). Faculty/School should provide a separate submission for SPPC.

   Resource Implications include: (i) additions/deletions of courses in a department with a net increase of more than nine credit hours, submission to SPPC should include how this will be addressed; (ii) if course is offered jointly with other faculty(s) what are the resource implications.

2. The submission of *new* undergraduate programs and articulation agreements with or without additional funding will be considered on an on-going basis by SCCCC and SPPC. In the fall, the Committee's focus is on course changes, therefore, new programs might not be dealt with as quickly as at other times of the year.

March 14, 2013

Report of the Senate Committee on Curriculum and Course Changes RE: Deletion of Lapsed Courses

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. Senate approved the process for deletion of lapsed courses on December 3, 2008. This report is presented to Senate for information.

Observations

1. A list of courses not offered in the past five years was compiled by the Registrar's Office and distributed to faculties.

2. More than 290 undergraduate courses were identified by the Registrar's Office as not having been offered in the past five years.

3. As in previous years, the Committee noted that some of the rationales provided for retaining courses were not compelling. The Vice-Provost (Academic Planning / Programs) is now tracking information on courses that are retained, including the number of times a faculty requests to retain a lapsed course and the course status, to determine if it is subsequently offered.

4. Course deletions (84) from the following units were identified:

Faculty / School	Courses Retained	Courses Deleted	Credit Hours Deleted
Agricultural and Food Sciences	4	5	15 ch
School of Art	4	3	9 ch
Arts	80	41	174 ch
Environment, Earth, and Resources	5	0	0 ch
Law	0	1	4 ch
Management	16	7	21 ch
Medicine	0	1	6 ch
Nursing	0	8	13 ch
Science	7	8	30 ch
Université de Saint-Boniface	93	10	33 ch

Respectfully submitted,

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

AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE	Action
ABIZ 4240	Faculty of Agric.and Food Sci.	Agribusiness and Agric. Econ.	Agricultural Economics Special Project	RETAIN
ABIZ 2120	Faculty of Agric.and Food Sci.	Agribusiness and Agric. Econ.	World Agribusiness Study Tour	DELETE
ABIZ 0700	School of Agriculture	Agribusiness and Agric. Econ.	Merchandising and Sales	DELETE
ABIZ 0740	School of Agriculture	Agribusiness and Agric. Econ.	Special Topics in Business Management	RETAIN
ANSC 0720	School of Agriculture	Animal Science	Special Topics in Livestock Management	RETAIN
PLNT 0730	School of Agriculture	Plant Science	Commercial Vegetable Production	DELETE
PLNT 0740	School of Agriculture	Plant Science	Commercial Fruit Production	DELETE
PLNT 0690	School of Agriculture	Plant Science	Landscape Maintenance	DELETE
PLNT 0810	School of Agriculture	Plant Science	Special Topics in Crop Management	RETAIN

AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE	Action
FAAH 2920	School of Art	Fine Arts	Field Studies in Art History 2	Retain
FAAH 3910	School of Art	Fine Arts	Field Studies in Art History 3	**Delete**
FAAH 3920	School of Art	Fine Arts	Field Studies in Art History 4	**Delete**
FAAH 3430	School of Art	Fine Arts	Inuit Art	Retain
FAAH 4080	School of Art	Fine Arts	Seminar in Art History 2	**Delete**
FAAH 4060	School of Art	Fine Arts	Seminar in Art Theory and Criticism	Retain
FAAH 4090	School of Art	Fine Arts	Seminar on Contemporary Issues in Art	Retain

Faculty of Arts - Lapsed Undergraduate Courses - Fall 2012

DEPARTMENT	AURORA_NUMBER	LONG_TITLE	RETAIN	DELETE
Anthropology	ANTH 2510	Anthropology of Economic Systems (B)	Retain	
Anthropology	ANTH 3720	Demography of Past Populations (C)	Retain	
Anthropology	ANTH 4760	Practicum in Archaeology (D)	Retain	
Anthropology	ANTH 4800	Seminar in Applied Anthropology (B,E)	Retain	
Asian Studies	ASIA 2360	Mandarin Comprehension		Delete
Asian Studies	ASIA 2580	Women in Chinese Film	Retain	
Asian Studies	ASIA 2790	Intermediate Hindi-Urdu		Delete
Canadian Studies	CDN 3730	Canadian Identity: An Interdisciplinary Approach	Retain	
Classics	CLAS 2460	Field Studies in Greek Archaeology and History	Retain	
Classics	CLAS 2490	Field Studies in Roman Archaeology and History	Retain	
Classics	GRK 1030	New Testament Greek	Retain	
Classics	GRK 1060	Introductory Modern Greek 1	Retain	
Classics	GRK 1070	Introductory Modern Greek 2	Retain	
Classics	GRK 2060	Intermediate Modern Greek 1	Retain	
Classics	GRK 2070	Intermediate Modern Greek 2	Retain	
Classics	LATN 2780	History of the Latin Language	Retain	
Classics	LATN 3740	Roman Comedy	Retain	
Classics	LATN 3780	Roman Satire	Retain	
Classics	LATN 3840	Vergil's Eclogues and Georgics	Retain	
Classics	LATN 3880	Poetry of the Silver Age	Retain	
Economics	ECON 2270	European Economic History		Delete
Economics	ECON 2490	Economic Accounting		Delete
Economics	ECON 2580	Economics of the European Union		Delete
Economics	ECON 3620	Special Studies	Retain	
Economics	ECON 4470	Natural Resource Economics		Delete
Economics	ECON 4710	Topics in Microeconomics of Uncertainty and Optimization Over Time		Delete
Economics	ECON 4830	Economics Field Placement	Retain	
English, Film, and Theatre	ENGL 2600	Writing and Gender	Retain	
English, Film, and Theatre	ENGL 2930	International Literature		Delete
English, Film, and Theatre	ENGL 2980	Poetry 1	Retain	
English, Film, and Theatre	ENGL 3030	Studies in Sixteenth-Century Literature	Retain	
English, Film, and Theatre	ENGL 3050	Studies in Old English	Retain	
English, Film, and Theatre	ENGL 3630	Studies in Critical Theory	Retain	
English, Film, and Theatre	ENGL 3930	Studies in International Literature		Delete
English, Film, and Theatre	ENGL 3950	Short Fiction 2		Delete
English, Film, and Theatre	ENGL 3960	Drama 2	Retain	
English, Film, and Theatre	ENGL 3980	Studies in Modernism	Retain	
English, Film, and Theatre	ENGL 4650	Honours Seminar 3		Delete
English, Film, and Theatre	ENGL 4770	Honours Seminar 1	Retain	
French, Spanish and Italian	FREN 2630	Special Studies (A)	Retain	
French, Spanish and Italian	FREN 3580	Travail indépendant (A, B)	Retain	
French, Spanish and Italian	SPAN 3670	Poetry and Novel of the Golden Age	Retain	

Faculty of Arts - Lapsed Undergraduate Courses - Fall 2012

DEPARTMENT	AURORA_NUMBER	LONG_TITLE	RETAIN	DELETE
German and Slavic Studies	GRMN 2150	Independent Studies in German		Delete
German and Slavic Studies	GRMN 3290	History in Literature in German-Speaking Countries	Retain	
German and Slavic Studies	GRMN 3580	Independent Studies in German		Delete
German and Slavic Studies	RUSN 2760	The Silver Age of Russian Literature		Delete
German and Slavic Studies	RUSN 3580	Russian Poetry	Retain	
German and Slavic Studies	RUSN 4630	Selected Topics 2		Delete
German and Slavic Studies	SLAV 2240	East European Literature 1		Delete
German and Slavic Studies	SLAV 2250	East European Literature 2		Delete
German and Slavic Studies	UKRN 4650	Selected Topics 2		Delete
History	HIST 1270	New Directions in History: Inquiries into the Power Relations of the Modern World (G)	Retain	
History	HIST 2050	South Asia since 1947 (B)	Retain	
History	HIST 2520	A History of Germany since the Reformation (E)	Retain	
History	HIST 2570	Nationalism in Modern Times (M)	Retain	
History	HIST 2650	Modern China and Japan (B)	Retain	
History	HIST 2670	History of Capitalism (M)	Retain	
History	HIST 2680	A History of Socialism from the French Revolution to the Present (M)	Retain	
History	HIST 2710	Women in History (G)		Delete
History	HIST 2930	The History of the British Isles, 412-1485 (D)	Retain	
History	HIST 3030	Issues in Ukrainian History (E)		Delete
History	HIST 3070	History of the United States from 1877 to 1939 (A)	Retain	
History	HIST 3130	Issues in Social History (G)		Delete
History	HIST 3210	The History of Popular Radicalism in the Twentieth Century (M)	Retain	
History	HIST 3420	History of American Foreign Policy (A)		Delete
History	HIST 3590	Topics in Recent World History 2 (M)	Retain	
History	HIST 3690	History of Northern Canada (C)	Retain	
History	HIST 3810	The Family, Love and Marriage in Western Society, 1500-1800 (E)		Delete
History	HIST 3820	The Women's Movement, 1850 to the Present (G)		Delete
History	HIST 4050	England in the Long Eighteenth Century (E)	Retain	
History	HIST 4060	Gender History in Canada (C)	Retain	
History	HIST 4200	Modern South Asia: Colonialism, Nationalism and Modernization (B)		Delete
History	HIST 4410	The Renaissance (E)		Delete
History	HIST 4700	Canada, 1896 to the Present (C)		Delete
History	HIST 4720	History of Manitoba (C)		Delete
Icelandic	ICEL 2310	An Introduction to Old Icelandic Language and Literature	Retain	
Icelandic	ICEL 3400	Old Icelandic Literature	Retain	
Icelandic	ICEL 4440	The Icelanders in Canada	Retain	
Judaic Studies	JUD 2290	History of Jewish Thought		Delete
Judaic Studies	JUD 2300	The Makers of Modern Judaism		Delete
Judaic Studies	JUD 2340	Contemporary Israel	Retain	
Judaic Studies	JUD 2370	Jewish-Gentile Relations	Retain	
Judaic Studies	JUD 2650	Field Studies in Biblical Lands	Retain	

DEPARTMENT	AURORA_NUMBER	LONG_TITLE	RETAIN	DELETE
Linguistics	LING 2720	Applied Linguistics	Retain	
Native Studies	NATV 2250	Intermediate Cree	Retain	
Native Studies	NATV 3300	Native Language Planning and Development	Retain	
Native Studies	NATV 4240	Arctic Lifestyles	Retain	
Philosophy	PHIL 2780	Thomas Aquinas*	Retain	
Political Studies	POLS 2044	Introduction to Conflict Resolution Studies		
Political Studies	POLS 3240	Feminist Political Theory	Retain	
Political Studies	POLS 3600	Political Concepts	Retain	
Political Studies	POLS 3920	American Politics	Retain	
Political Studies	POLS 3930	Foreign Policy Decision-Making	Retain	
Political Studies	POLS 3960	Canadian Politics	Retain	
Political Studies	POLS 4940	American Foreign Policy	Retain	
Psychology	PSYC 3490	Individual Differences	Retain	
Psychology	PSYC 3540	Contemporary Issues 2	Retain	
Psychology	PSYC 4450	Animal Behaviour 1	Retain	
Psychology	PSYC 4460	Animal Behaviour 2	Retain	
Psychology	PSYC 4490	Comparative Psychology	Retain	
Psychology	PSYC 4560	Health Psychology	Retain	
Religion	RLGN 1390	Readings in Biblical Hebrew 1 (A)	Retain	
Religion	RLGN 1400	Readings in Biblical Hebrew 2 (A)	Retain	
Religion	RLGN 2070	Indigenous World Religions (B)		Delete
Religion	RLGN 2410	Religion in Canada (C)		Delete
Religion	RLGN 2510	Mennonite Studies (C)		Delete
Religion	RLGN 2530	Eastern Christianity in the Contemporary World (A)	Retain	
Religion	RLGN 2640	Anti-Semitism and Christianity (A)		Delete
Religion	RLGN 2700	Religions of China and Japan (B)	Retain	
Religion	RLGN 3150	Buddhism in East Asia (B)	Retain	
Religion	RLGN 3160	Tibetan Religious Traditions (B)	Retain	
Religion	RLGN 3570	Major Thinkers in the Eastern Christian Tradition (A)		Delete
Religion	RLGN 4070	Prophets and/or Revolutionaries: Christianity and Political Culture since 1500 (C)		Delete
Religion	RLGN 4130	Calvin and the Rise of Anglicanism (A)		Delete
Religion	RLGN 4140	Luther and the Rise of Anabaptism (A)		Delete
Religion	RLGN 4150	The Religious Thought of St. Thomas Aquinas and the Study of Religion (A)		Delete
Sociology	SOC 2320	Canadian Society and Culture	Retain	
Sociology	SOC 3510	Population Dynamics and Change		Delete
Sociology	SOC 3640	Families in Societal Crisis		Delete
Sociology	SOC 3770	Women, Health and Medicine	Retain	
Women's and Gender Studies	WOMN 2510	Women and Education	Retain	
Women's and Gender Studies	WOMN 4120	Practicum in Feminist Organizing	Retain	

AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE	Action
GEOG 3480	Faculty of Env, Earth, & Res	Environment and Geography	Canadian Problems (A)	Retain
GEOG 4580	Faculty of Env, Earth, & Res	Environment and Geography	Concepts and Methods in Geography	Retain
GEOG 3590	Faculty of Env, Earth, & Res	Environment and Geography	Geography of Developing Countries (A)	Retain
GEOG 3580	Faculty of Env, Earth, & Res	Environment and Geography	Landforms (PS)	Retain
GEOG 4410	Faculty of Env, Earth, & Res	Environment and Geography	Rural Land Use	Retain

AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE	RETAIN	DELETE
LAW 3500	Faculty of Law	Law	Intellectual Property		Delete

AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE	Action
FIN 4260	Faculty of Management	Accounting and Finance	Advanced Finance Theory	Retain
FIN 3250	Faculty of Management	Accounting and Finance	Financial Statement Analysis	Retain
FIN 3440	Faculty of Management	Accounting and Finance	Real Estate Investments	Retain
FIN 3420	Faculty of Management	Accounting and Finance	Security Analysis	Retain
GMGT 3170	Faculty of Management	Business Administration	Administration of the Public Sector	**Delete**
GMGT 3500	Faculty of Management	Business Administration	Communications: Contextual Applications	**Delete**
GMGT 4140	Faculty of Management	Business Administration	Evaluation Techniques for Management	**Delete**
HRIR 3511	Faculty of Management	Business Administration	Gestion des ressources humaines 2	Retain
HRIR 4541	Faculty of Management	Business Administration	Innovations en gestion des ressources humaines	Retain
GMGT 3080	Faculty of Management	Business Administration	Issues in Technological Change	**Delete**
GMGT 4150	Faculty of Management	Business Administration	Managing Not-For-Profit Organizations	**Delete**
HRIR 3430	Faculty of Management	Business Administration	Selected Topics in Industrial Relations	Retain
GMGT 4160	Faculty of Management	Business Administration	Seminar in Business-Government Relations	**Delete**
GMGT 3561	Faculty of Management	Business Administration	Séminaire en management	Retain
MKT 3250	Faculty of Management	Marketing	Marketing Strategy	**Delete**
MSCI 4220	Faculty of Management	Supply Chain Management	Management Science Models in Business and Industry	Retain
OPM 3650	Faculty of Management	Supply Chain Management	Management of Quality and Reliability	Retain
OPM 3660	Faculty of Management	Supply Chain Management	Operations Management in Service Organizations	Retain
OPM 3670	Faculty of Management	Supply Chain Management	POM Project in Industry	Retain
OPM 4620	Faculty of Management	Supply Chain Management	Production Management Seminar	Retain
OPM 3640	Faculty of Management	Supply Chain Management	Project Planning and Control	Retain
OPM 3630	Faculty of Management	Supply Chain Management	Simulation Models for Operations Management	Retain
MSCI 4200	Faculty of Management	Supply Chain Management	Topics in Managment Science	Retain

AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE	RETAIN	DELETE
NURS 2150	Faculty of Nursing	Nursing	Facilitation of Self Care		Delete
NURS 2140	Faculty of Nursing	Nursing	Health Promotion of Individuals		Delete
NURS 2170	Faculty of Nursing	Nursing	Prevention of Illness		Delete
NURS 2410	Faculty of Nursing	Nursing	COOP NURSING (short title)		Delete
NURS 3410	Faculty of Nursing	Nursing	COOP NURSING (short title)		Delete
NURS 3420	Faculty of Nursing	Nursing	COOP NURSING (short title)		Delete
NURS 4410	Faculty of Nursing	Nursing	COOP NURSING (short title)		Delete
NURS 4400	Faculty of Nursing	Nursing	RURAL NURSING (short title)		Delete

AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE	Action
COMP 3090	Faculty of Science	Computer Science	Digital Logic 2	
MATH 3310	Faculty of Science	Mathematics	Modern Algebra 2	
MATH 4200	Faculty of Science	Mathematics	Topology 2	
PHYS 4620	Faculty of Science	Physics and Astronomy	Advanced Classical Mechanics	**Delete**
PHYS 4560	Faculty of Science	Physics and Astronomy	Applied Nuclear Science	Retain
PHYS 1300	Faculty of Science	Physics and Astronomy	Energy and the Environment	**Delete**
PHYS 2060	Faculty of Science	Physics and Astronomy	Fundamentals of Physics in Radiation Therapy	**Delete**
PHYS 3360	Faculty of Science	Physics and Astronomy	Intermediate Modern Physics	**Delete**
PHYS 2280	Faculty of Science	Physics and Astronomy	Physical Topics for Biologists B	Retain
PHYS 3570	Faculty of Science	Physics and Astronomy	Physics of Materials 1	**Delete**
PHYS 4630	Faculty of Science	Physics and Astronomy	Physics of Materials 2	**Delete**
PHYS 2150	Faculty of Science	Physics and Astronomy	Radiation Biology	**Delete**
PHYS 2090	Faculty of Science	Physics and Astronomy	Radiation Protection in Radiation Therapy	**Delete**
UCNN 1320	Faculty of Science	Zoology	Anatomy of the Human Body	
UCNN 1330	Faculty of Science	Zoology	Physiology of the Human Body	

AURORA_NUM	FACULTY	DEPARTMENT	LONG_TITLE	CUSB	Delete / Retain
ANTH 3531	Faculty of Arts	Anthropology	Peuples d'Amérique du Sud (B)	CUSB	Retain
ANTH 3751	Faculty of Arts	Anthropology	Globalisation et mondialisation: Une perspective anthropologi	CUSB	Retain
ECON 2311	Faculty of Arts	Economics	Problèmes économiques du Canada	CUSB	Retain
ECON 2461	Faculty of Arts	Economics	Théorie microéconomique et ses applications 2	CUSB	Retain
ECON 2481	Faculty of Arts	Economics	Théorie macroéconomique et ses applications 2	CUSB	Retain
ECON 3301	Faculty of Arts	Economics	Histoire économique du Canada	CUSB	Retain
ECON 3641	Faculty of Arts	Economics	L'économie et le système financier	CUSB	Retain
ECON 3651	Faculty of Arts	Economics	Théorie et politique monétaires	CUSB	Retain
ECON 3661	Faculty of Arts	Economics	La pensée économique et les institutions sociales	CUSB	Retain
ENGL 2961	Faculty of Arts	English, Film, and Theatre	Drama 1	CUSB	Retain
ENGL 3961	Faculty of Arts	English, Film, and Theatre	Drama 2	CUSB	Retain
FRAN 2631	Faculty of Arts	Francais St. Boniface	Poésie et chanson dans la littérature française	CUSB	Retain
FRAN 2651	**Faculty of Arts**	**Francais St. Boniface**	**La nature dans la littérature française**	**CUSB**	**Delete**
FRAN 2661	Faculty of Arts	Francais St. Boniface	La fantaisie dans la littérature française	CUSB	Retain
FRAN 3541	Faculty of Arts	Francais St. Boniface	Le théâtre de l'Ouest	CUSB	Retain
FRAN 3671	Faculty of Arts	Francais St. Boniface	Études de poésie	CUSB	Retain
FRAN 4021	Faculty of Arts	Francais St. Boniface	Critique féministe	CUSB	Retain
FRAN 4061	**Faculty of Arts**	**Francais St. Boniface**	**La femme dans la littérature**	**CUSB**	**Delete**
FRAN 4551	Faculty of Arts	Francais St. Boniface	L'âge d'or du théâtre français	CUSB	Retain
FRAN 4631	**Faculty of Arts**	**Francais St. Boniface**	**Métamorphoses du roman**	**CUSB**	**Delete**
FRAN 4651	**Faculty of Arts**	**Francais St. Boniface**	**Poésie féminine**	**CUSB**	**Delete**
FRAN 4661	Faculty of Arts	Francais St. Boniface	Nouveaux visages du roman	CUSB	Retain
FRAN 4841	Faculty of Arts	Francais St. Boniface	Le roman du terroir	CUSB	Retain
FRAN 4851	**Faculty of Arts**	**Francais St. Boniface**	**Du classicisme à l'exotisme**	**CUSB**	**Delete**
GRMN 3211	Faculty of Arts	German and Slavic Studies	Allemand commercial	CUSB	Retain
GRMN 3601	Faculty of Arts	German and Slavic Studies	Sujets particuliers	CUSB	Retain
INTL 3011	Faculty of Arts	International Studies (CUSB)	Sujets particuliers en études internationales	CUSB	Retain
PHIL 2301	Faculty of Arts	Philosophy	Philosophie politique	CUSB	Retain
PHIL 2611	**Faculty of Arts**	**Philosophy**		**CUSB**	**Delete**
PHIL 2651	**Faculty of Arts**	**Philosophy**	**Platon**	**CUSB**	**Delete**
PHIL 3551	**Faculty of Arts**	**Philosophy**	**Philosophie de l'éducation**	**CUSB**	**Delete**
POLS 3841	Faculty of Arts	Political Studies	Les approches théoriques en relations internationales	CUSB	Retain
PSYC 2451	Faculty of Arts	Psychology	Domaines d'application de la modification du comportement	CUSB	Retain

SOC 2321	Faculty of Arts	Sociology	La société canadienne et sa culture	CUSB	Retain
SOC 2331	Faculty of Arts	Sociology	Psychosociologie	CUSB	Retain
SOC 2371	Faculty of Arts	Sociology	Rapports ethniques	CUSB	Retain
SOC 2531	Faculty of Arts	Sociology	Sociologie du Manitoba	CUSB	Retain
SOC 3471	Faculty of Arts	Sociology	Sociologie politique	CUSB	Retain
SOC 3731	Faculty of Arts	Sociology	Société et éducation	CUSB	Retain
SOC 3811	Faculty of Arts	Sociology	Sociologie de la sexualité et des rôles sexuels	CUSB	Retain
TRAD 3121	Faculty of Arts	Translation St. Boniface	Lexicographie comparée	CUSB	Retain
TRAD 4061	Faculty of Arts	Translation St. Boniface	Terminologie appliquée	CUSB	Retain
TRAD 4081	Faculty of Arts	Translation St. Boniface	Sous-titrage	CUSB	Retain
TRAD 4361	Faculty of Arts	Translation St. Boniface	Traduction spécialisée (anglais-français)	CUSB	Retain

AURORA_NO	FACULTY	DEPARTMENT	LONG_TITLE	Action
EDSB 5011	Faculty of Education	St. Boniface Education	l'Éducation Bilingue et l'Acquisition d'une Langue Seconde	Retain
EDSB 5041	Faculty of Education	St. Boniface Education	Théories d'Apprentissage en Situation d'Immersion	Retain
EDSB 5051	Faculty of Education	St. Boniface Education	L'Intégration des Matières en Situation d'Immersion	Retain
EDSB 5061	Faculty of Education	St. Boniface Education	Théories d'Apprentissage en Milieu Minoritaire	Retain
EDSB 5081	Faculty of Education	St. Boniface Education	Stage et Séminaires de Recherche-Action	Retain
EDUA 2031	Faculty of Education	Ed. Admin., Fndns. and Psych.	Psychologie de l'Enfance Exceptionnelle	Retain
EDUA 3011	Faculty of Education	Ed. Admin., Fndns. and Psych.	Mesure et Évaluation	Retain
EDUA 3021	Faculty of Education	Ed. Admin., Fndns. and Psych.	Principes de Programmation Scolaire	Retain
EDUA 3051	Faculty of Education	Ed. Admin., Fndns. and Psych.	Troubles Particuliers de L'Apprentissage	Retain
EDUA 3061	Faculty of Education	Ed. Admin., Fndns. and Psych.	Informatique En Éducation I	Retain
EDUA 3071	Faculty of Education	Ed. Admin., Fndns. and Psych.	Développement du Langage chez le Jeune Enfant	Retain
EDUA 5661	Faculty of Education	Ed. Admin., Fndns. and Psych.	Gestion des Programmes d'Orthopédagogie et de Soutien	Retain
EDUA 5751	Faculty of Education	Ed. Admin., Fndns. and Psych.	Psychologie de l'Enseignement en Contexte Scolaire	Retain
EDUA 5761	Faculty of Education	Ed. Admin., Fndns. and Psych.	Psychologie de l'Enseignement en Contexte Scolaire	Retain
EDUA 5811	Faculty of Education	Ed. Admin., Fndns. and Psych.	Théories de Construction de Tests	Retain
EDUA 5851	Faculty of Education	Ed. Admin., Fndns. and Psych.	Application de l'information en éducation 2	Retain
EDUA 5911	Faculty of Education	Ed. Admin., Fndns. and Psych.	Education et processus du développment 2	Retain
EDUB 1061	Faculty of Education	Curriculum: Tchng and Learning	Langue et Littératie	Retain
EDUB 1411	Faculty of Education	Curriculum: Tchng and Learning	L'Enseignement des Sciences de la Nature au Secondaire	Retain
EDUB 2011	Faculty of Education	Curriculum: Tchng and Learning	Stages et Séminaires II	Retain
EDUB 2081	Faculty of Education	Curriculum: Tchng and Learning	Perfectionnement de l'Expression Orale I	Retain
EDUB 2171	Faculty of Education	Curriculum: Tchng and Learning	Atelier en Art (dessin) à l'Élémentaire	Retain
EDUB 2181	Faculty of Education	Curriculum: Tchng and Learning	La Bibliothèque, Source de Référence	Retain
EDUB 2191	Faculty of Education	Curriculum: Tchng and Learning	Perfectionnement de l'Expression Orale II	Retain
EDUB 2201	Faculty of Education	Curriculum: Tchng and Learning	Enseignement de l'Anglais au Primaire d'Immersion	Retain
EDUB 2341	Faculty of Education	Curriculum: Tchng and Learning		Retain
EDUB 3011	Faculty of Education	Curriculum: Tchng and Learning	Pratique du Microenseignement	Retain
EDUB 3021	Faculty of Education	Curriculum: Tchng and Learning	Sujets Particuliers en Sciences Humaines	Retain
EDUB 3211	Faculty of Education	Curriculum: Tchng and Learning	Enseignement du Français au Primaire d'Immersion	Retain
EDUB 3271	Faculty of Education	Curriculum: Tchng and Learning	Développement Langagière en Immersion Française à	Retain
EDUB 3281	Faculty of Education	Curriculum: Tchng and Learning	Développement Langagière en Immersion Française	Retain
EDUB 3993	Faculty of Education	Curriculum: Tchng and Learning	Étude Individuelle	Retain
EDUB 4123	Faculty of Education	Curriculum: Tchng and Learning	Didactique en Informatique (Secondaire)	Retain

EDUB 4131	Faculty of Education	Curriculum: Tchng and Learning	Didactique en Théâtre (Secondaire)	Retain
EDUB 4141	Faculty of Education	Curriculum: Tchng and Learning	Didactique en Art (Secondaire)	Retain
EDUB 4151	Faculty of Education	Curriculum: Tchng and Learning	Didactique en Sciences de l'Écologie Humaine II	Retain
EDUB 4161	Faculty of Education	Curriculum: Tchng and Learning	Didactique en Éducation Physique (Secondaire)	Retain
EDUB 5261	Faculty of Education	Curriculum: Tchng and Learning	Introduction aux Fondements de la Lecture	Retain
EDUB 5271	Faculty of Education	Curriculum: Tchng and Learning	Enseignement de la Lecture	Retain
EDUB 5321	Faculty of Education	Curriculum: Tchng and Learning	Séminaire sur les Arts Langagiers 1	Retain
EDUB 5331	Faculty of Education	Curriculum: Tchng and Learning	Sujets Pratiques dans les Arts Langagiers 2	Retain
EDUB 5351	Faculty of Education	Curriculum: Tchng and Learning	Problematiques Actuelles en Langue et en Litteratie	Retain
EDUB 5371	Faculty of Education	Curriculum: Tchng and Learning	Littérature pour Adolescents et Adolescentes	Retain
EDUB 5431	Faculty of Education	Curriculum: Tchng and Learning	Développements Récents en Curriculum: Humanités	Retain
EDUB 5471	Faculty of Education	Curriculum: Tchng and Learning	Courants Actuels en Curriculum:Mathématiques et Sciences	Retain
EDUB 5531	Faculty of Education	Curriculum: Tchng and Learning	Théorie et Pratique de l'Enseignement du Français	Retain
EDUB 5541	Faculty of Education	Curriculum: Tchng and Learning	Enseignement du Français	Retain
EDUB 5761	Faculty of Education	Curriculum: Tchng and Learning	Courants Actuels en Enseignement des Mathématiques	Retain

AURORA_NUMBER	FACULTY	DEPARTMENT	LONG_TITLE	Action
HRIR 3511	Faculty of Management	Business Administration	Gestion des ressources humaines 2	Retain
HRIR 4541	Faculty of Management	Business Administration	Innovations en gestion des ressources humaines	Retain
GMGT 3561	Faculty of Management	Business Administration	Séminaire en management	Retain

AURORA_NUM	FACULTY	DEPARTMENT	LONG_TITLE	CUSB	Delete / Retain
COMP 1271	**Faculty of Science**	**Computer Science**	**Introduction aux services informatiques modernes II**	**CUSB**	**Delete**
COMP 2061	Faculty of Science	Computer Science	Structures discrètes et programmation	CUSB	Retain
COMP 2191	Faculty of Science	Computer Science	Introduction au calcul scientifique	CUSB	Retain
PHYS 2201	**Faculty of Science**	**Physics and Astronomy**	**Électricité et magnétisme**	**CUSB**	**Delete**
PHYS 2251	Faculty of Science	Physics and Astronomy	Introduction à la physique moderne	CUSB	Retain
PHYS 2261	Faculty of Science	Physics and Astronomy	Optique	CUSB	Retain
PHYS 2271	Faculty of Science	Physics and Astronomy	Éléments de physique pour les sciences biologiques A	CUSB	Retain
PHYS 2281	Faculty of Science	Physics and Astronomy	Éléments de physique pour les sciences biologiques B	CUSB	Retain

Report of the Faculty Council of Graduate Studies on Regulation Changes

Preamble:

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to policy changes and the revising of the FGS Academic Guide. Recommendations for academic changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.

2. The Faculty Council of Graduate Studies met on February 27, 2013 to consider changes to the FGS English Language Exemption List.

Observations:

1. English Language Exemption List

PRESENT English Language Exemption List

found at: http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.html

Applicants holding secondary school diplomas and/or university degrees from the following countries, where the language of instruction is English, are exempt from the English Language Proficiency Test requirement:

Antigua and Barbuda	Gibraltar	Pitcairn Island
Australia	Grenada	Puerto Rico
Bahamas	Guam	St. Kitts & Nevis
Barbados	Guyana	St. Lucia
Belize	Ireland (Republic of)	St. Vincent and the Grenadines
Bermuda	Isle of Man	Singapore
British Solomon Islands	Jamaica	South Africa
English Speaking West Indies	Kenya	Trinidad & Tobago
Canada	Kiribati & Tuvalu	United Kingdom
Canal Zone (U.S.A.)	Lesotho	U.S.A.
Channel Islands	Malta	Vanuatu
Dominica	Mauritius	Virgin Islands
Falkland Islands	Namibia	Wake Island
Fiji	New Zealand	Zambia
Ghana	Nigeria	Zimbabwe

Proposed Deletions

British Solomon Islands - Population 500,000, English is the official language, but spoken by 1-2%

English Speaking West Indies - geographic region, we list countries in this region by name

Canal Zone - narrow (5 mile radius along the Panama Canal) geographic region denoting former US property
Mauritius - Population 1.5 million, English is the official language, but spoken by less than 1%
Vanuatu - Population 256,000, English is the official language, but spoken by 1.9%

Some of the places listed above are not actually countries or shouldn't be given an exemption and almost none have English competency. The University of Manitoba does not have a strong connection to these places, and the Faculty of Graduate Studies does not receive many potential applicants from these places.

Proposed Additions:

Anguilla (Population 15,000, English is the official language)
Cayman Islands (Population 52,000, English is the official language, spoken by 95%)
Montserrat (Population 5,000, English is the official language)
Turks and Caicos Islands (Population 46,000, English is the official language)
Saint Helena, Ascension and Tristan da Cunha (Population 7,000, English is the official language)
Ireland - add (**Republic of**), as the Republic of Ireland is not part of the UK, but Northern Ireland is Separated **Kiribati** and **Tuvalu,** as they are unrelated countries

The proposed additions are places that are exempt by other U15 institutions. The Universities of Alberta and Ottawa were major references. The Universities of Alberta and Ottawa were major references. FGS considers UOttawa to be progressive for language scores, since this institution creates and manages the CanTEST.

PROPOSED English Language Exemption List

Anguilla	Gibraltar	**Saint Helena**
Antigua and Barbuda	Grenada	St. Kitts & Nevis
Ascension	Guam	St. Lucia
Australia	Guyana	St. Vincent and the Grenadines
Bahamas	Ireland (**Republic of**)	Singapore
Barbados	Isle of Man	South Africa
Belize	Jamaica	Trinidad & Tobago
Bermuda	Kenya	**Tristan da Cunha**
~~British Solomon Islands~~	**Kiribati**	**Turks and Caicos Islands**
~~English Speaking West Indies~~	Lesotho	**Tuvalu**
Canada	Malta	United Kingdom
~~Canal Zone (U.S.A.)~~	~~Mauritius~~	U.S.A.
Cayman Islands	**Montserrat**	~~Vanuatu~~
Channel Islands	Namibia	Virgin Islands
Dominica	New Zealand	Wake Island
Falkland Islands	Nigeria	Zambia
Fiji	Pitcairn Island	Zimbabwe
Ghana	Puerto Rico	

Reference: Central Intelligence Agency (CIA) World Factbook: https://www.cia.gov/library/publications/the-world-factbook/

- The Faculty of Graduate Studies Academic Guide Committee met on January 10, 2013 and endorsed the changes to the English Language Exemption List.

- The Faculty of Graduate Studies Executive Committee met on January 28, 2013 and endorsed the changes to the English Language Exemption List.

Recommendations

THAT Senate approve the Report of the Faculty Council of Graduate Studies [dated February 27, 2013] regarding revisions to the English Language Exemption List.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

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

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 Registrar's Office now permits a course modification where there is a proposed change to the long course title (short course title changes still require the deletion and addition of the course under a new course number and name).

4. The Faculty of Graduate Studies Executive Committee voted via email on March 22nd to consider course change proposals from the Depts. of Economics, Native Studies, Psychology & Sociology.

Observations

1. The **Dept. of Economics** proposes the introduction of one (1) course and the modification of one (1) course (detailed course titles, credit hours and descriptions are as follows).

   The course introduction was previously offered as a readings course for the past two decades. Many other graduate programs in Economics across Canada offer a similar course and it is seen as an integral part of the M.A. in Economics and Master of Public Administration (MPA) programs. The course adopts a unique Economics perspective. Support received from the Chair of the MPA.

Dept. of Economics

Course Introduction

ECON 7150 Evaluation of Public Policy and Programs **3**

This course will provide students with an advanced and critical understanding of the foundations and assumptions of modern program evaluation using cost-benefit, cost-effectiveness, public decision/choice theory and economics analysis. Case examples are drawn from government and non-governmental programs. Prerequisite: Written consent of instructor.

Course Modification

ECON 7300 Directed Special Studies in Economics **3**

Intensive study of advanced work in a selected field of economics. As the course content will vary from year to year, students may take this course more than once for credit.

NET CREDIT HOUR CHANGE +3

2. The **Dept. of Native Studies** proposes the modification of three (3) courses (detailed course titles, credit hours and descriptions are as follows). The pre-requisites have been deleted from the course descriptions to be consistent with other Native Studies courses.

Dept. of Native Studies

Course Modifications

NATV 7220 Selected Topics in Native Studies **3**

A critical examination of issues in selected areas of Native Studies designed to meet the special needs of graduate students interested in exploring interdisciplinary perspectives in Native Studies. As the course content will vary from year to year, students may take this course more than once for credit.

NATV 7230 Methodology and Research Issues in Native Studies **3**

A review of research methods, such as oral histories, and research issues, such as ethics and intellectual property rights, within the context of Native Studies.

NATV 7320 Trauma Theory in Indigenous Writing in Canada and Australia **3**

This course will compare selected texts by Indigenous authors from Canada and Australia and examine them through the lens of trauma theories – those developed by Holocaust scholars but also those which draw on Indigenous worldviews.

NET CREDIT HOUR CHANGE 0

3. The **Dept. of Psychology** proposes the introduction of one (1) course and the modification of twenty-six (26) courses, fourteen (14) of which are from the clinical stream and twelve (12) from the school psychology stream (detailed course titles, credit hours and descriptions are as follows).

The course introduction was previously taught as a Current Topics course for several years; however, as the format and content were consistent from year to year, it is more appropriate for it to appear as its own course with complete description. The course modifications consist of a global change to the course description to state that there is restricted enrollment in each course.

Dept. of Psychology

Course Introduction

PSYC 7660 Intergroup Relations **3**

This course examines intergroup relations from a social psychological perspective. Key topics include sources of prejudice and discrimination, the "target's" perspective, and strategies for reducing prejudice and discrimination. Activities may include participating in class discussions, giving presentations, and writing several short papers and a research proposal. Students may not hold credit for both PSYC 7660 and PSYC 7310 (017.731) when titled "Intergroup Relations."

Course Modifications

PSYC 7140 Clinical Research Design **3**

This course addresses issues of research design relevant to clinical research. Topics include reliability and validity of measurement, correlational, quasi-experimental, and experimental designs, clinical significance, and power analysis. Students complete a research proposal relevant to their thesis interests. Prerequisite: permission of instructor required for non-Clinical Psychology students.

PSYC 7260 Case Conceptualization and Communication 1 **0**

In this course students will be exposed to the theory and practice of case conceptualization and communication. Students are required to be present for presentations of clinical cases and participate in discussions of them. Grading is Pass/Fail. Prerequisite: permission of instructor required for non-Clinical Psychology students.

PSYC 7270 Case Conceptualization and Communication 2 **0**

In this course students will be exposed to the theory and practice of case conceptualization and communication. Students are required to be present for presentations of clinical cases and participate in discussions of them. Grading is Pass/Fail. Prerequisite: permission of instructor required for non-Clinical Psychology students.

PSYC 7290 Psychopathology and Diagnosis **3**

Advanced study of abnormal behaviour, diagnostic approaches, and related research. Not to be held with the former PSYC 7870 (017.787). Prerequisite: permission of instructor required for non-Clinical students.

PSYC 7320 Foundations of Evidence-based Treatment 3

This course is designed to provide students with both a knowledge/evidence base for the foundations of psychotherapy and practical skills that will prepare them for more advanced learning via supervised work with clients. Not to be held with the former PSYC 8410 (017.841). Prerequisite: permission of instructor required for non-Clinical students.

PSYC 7520 Ethics and Professional Issues in Clinical Psychology 3

Study of professional issues in clinical psychology. Historical development and present status of clinical psychology; what defines a profession; ethics codes, standards of practice, and legal requirements; training, internships, and accreditation; professional organizations, registration, and advocacy; employment in public and private sectors. Grading is Pass/Fail. Not to be held with the former PSYC 8070 (017.807). Prerequisite: permission of instructor required for non-Clinical students.

PSYC 7550 Intellectual and Cognitive Assessment 3

This course will provide clinical students with a thorough overview of key issues and clinical knowledge related to intellectual and cognitive assessment of children and adults. Learning will take place through a combination of lectures, course readings, discussion, group exercises, student presentations, and hands-on practical experience with cognitive tests. Not to be held with the former PSYC 8150 (017.815). Prerequisite: permission of instructor required for non-Clinical students.

PSYC 7560 Personality and Psychological Assessment 3

This course will provide clinical students with a thorough overview of key issues and clinical knowledge related to personality and psychological assessment of youth and adults. Learning will take place through a combination of lectures, course readings, discussions, group exercises, student presentations, and hands-on practical experience with personality and psychological tests. Not to be held with the former PSYC 8160 (017.816). Prerequisite: permission of instructor required for non-Clinical students.

PSYC 8080 Case Conceptualization and Communication 3 3

In this course students will learn the theory and practice of case conceptualization and communication. Students will prepare and present clinical cases using well-defined models of treatment and case formulation strategies. Prerequisite: permission of instructor required for non-Clinical students.

PSYC 8090 Clinical Supervision in Psychology 3

This course will review the major models, ethical issues, and recommended strategies and practices of clinical supervision. Learning modalities will include discussion of readings, role-playing, and supervised supervision of student clinicians. Pass/Fail course. Prerequisite: permission of instructor required for non-Clinical students.

PSYC 8100 Social and Community Intervention **3**

A general introduction to community psychology and community mental health. Historical, conceptual, and philosophical underpinnings of community psychology and community mental health; community assessment and intervention; alternative approaches to contemporary social problems; understanding social policy and the role of the public sector; community research methods. Not to be held with the former PSYC 8170 (017.817). Prerequisite: permission of instructor required for non-Clinical students.

PSYC 8110 Program Evaluation and Consultation **3**

An overview of program evaluation and consultation as major areas of applied psychological practice; analysis of contemporary social and health problems; development, implementation, and evaluation of human service programs; understanding human service organizations; the role of consultant and common types of consultation; ethical issues in program evaluation and consultation. Not to be held with the former PSYC 8180 (017.818). Prerequisite: permission of instructor required for non-Clinical students.

PSYC 8200 Development and Its Deviations 1 **3**

Developmental deviations will be related to such factors as genetic influences, physiological development, early experiences, language, intellectual and mental abilities, social and ethnic influences, parent-child interactions, and peer group interactions. Methods of special treatment will be considered. Prerequisite: permission of instructor required for non-Clinical students.

PSYC 8430 Cognitive Behaviour Therapy **3**

Students learn the theory and practice of empirically supported therapies that emphasize cognitive and behavioural methods. Opportunities for CBT skill development, which can be applied to a wide range of psychological problems, are provided. Students may not hold credit for PSYC 8430 and any of: the former PSYC 8340 (017.834) or the former PSYC 8400 (017.840). Prerequisite: permission of instructor required for non-Clinical students.

PSYC 7012 Ethics, History, and Profession of School Psychology 1 **3**

An overview of the fundamental concepts and issues of professional School Psychology. Ethical, professional, regulatory and legal issues pertaining to the practice of school psychology are examined. Also examined are the history of school psychology and the organization of educational systems. Students may not hold credit for both PSYC 7012 and the former PSYC 7010 (017.701). Prerequisite: permission of instructor required for non-school psychology students.

PSYC 7014 Ethics, History, and Profession of School Psychology 2 **3**

A continuation of the examination of fundamental concepts and issues of professional School Psychology. Ethical, professional, regulatory and legal issues pertaining to the practice of school psychology are examined. Also examined are the history of school psychology and the organization of educational systems. Students may not hold credit for both PSYC 7014 and the former PSYC 7010 (017.701). Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7022 Psycho-educational Assessment and Measurement 1 **3**

Designed to provide students with training in the basic principles of psychological assessment and related measurement concepts, highlighting the process of data-based decision making. Emphasis will be placed on how information from a variety of psycho-educational sources is used to identify profiles for planning intervention programs. Students may not hold credit for both PSYC 7022 and the former PSYC 7020 (017.702). Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7024 Psycho-educational Assessment and Measurement 2 **3**

A continuation of training in the basic principles of psychological assessment and related measurement concepts, highlighting the process of data-based decision making. Emphasis will be placed on how information from a variety of psycho-educational sources is used to identify profiles for planning intervention programs. Students may not hold credit for both PSYC 7024 and the former PSYC 7020 (017.702). Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7030 Learning and Cognitive Impairment **3**

An examination of cognitive and medical disorders that have a direct impact on learning, including disabilities, reading failure, mental retardation, Attention Deficit Hyperactivity Disorder, pervasive development disorders (e.g. autism), fetal alcohol syndrome, and co-occurring conditions. Effective compensatory interventions and social, behavioural and affective consequences will be emphasized. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7040 Teaching Strategies, Learning Styles, and Academic Remediation **3**

Provides an overview of basic theories of learning as applied to effective classroom instruction. Knowledge of individual differences in learning and principles of best practices in classroom instruction will be applied to the development of effective and curriculum adaptations for students with specific academic problems. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7070 Social, Emotional, and Personality Assessment of Children/Youth **3**

An overview of theory, research, and the educational implications of social, emotional, and personality assessment of children and adolescents. A variety of methods are examined with an emphasis on empirically-supported practices in the assessment of psychopathology and socio-emotional functions. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7080 Child/Youth Psychopathology **3**

Examines mental health conditions, covering a range of internalizing and externalizing disorders in children and youth. Biopsychosocial and ecological models, risk and resiliency, and developmental and cultural issues are examined. Structured and semi-structured diagnostic interviews are reviewed. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7090 Behavioural Assessment and Intervention in School Settings **3**

Behavioural management strategies and techniques for children and adolescents who present with serious disruptive and/or emotional and behavioural disorders in schools. A wide range of techniques and strategies are considered. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7120 Consultation and Supervision **3**

An examination of theories and models of school-based consultation and collaboration. Practice with techniques and procedures associated with effective consultation with teachers, school administrators, and parents. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7130 School Psychology Research Design and Program Evaluation **3**

Provides students with knowledge and skills needed to understand, design, and conduct evaluations of intervention programs for individuals experiencing academic or behaviour difficulties in school. Addresses the aims, theories and methods of program evaluation, including relevant research design and statistical methods. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7820 Interventions I **3**

This course examines empirically-supported interventions ranging from primary through tertiary prevention/intervention efforts directed at individuals, groups, and families, as well as classroom- and school-based intervention and prevention programs to promote a range of adaptive outcomes and intervene in a range of maladaptive pathways. Prerequisite: permission of instructor required for non-School Psychology students.

NET CREDIT HOUR CHANGE **+3**

4. The **Dept. of Sociology** proposes the modification of one (1) course which consists of a new course title and modified course description to accurately reflect the manner in which the scope of theory development and evaluation in criminology has expanded over the years (detailed course title, credit hours and description are as follows).

Dept. of Sociology

Course Modification

SOC 7280 Seminar in Theoretical Criminology **3**

An advanced course dealing with theory and research in the field of criminology with emphasis placed on an evaluation of existing theories of crime, law, and social justice.

NET CREDIT HOUR CHANGE **0**

Recommendations

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

Dept. of Economics

Dept. of Native Studies

Dept. of Psychology

Dept. of Sociology

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.

April 16, 2013

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

Preamble

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

2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.

3. The Faculty of Graduate Studies Executive Committee met on the above date to consider course change proposals from the Dept. of Mechanical & Manufacturing Engineering (Faculty of Engineering) and Dept. of Interior Design (Faculty of Architecture) and the Faculty of Architecture.

Observations

1. The **Dept. of Mechanical & Manufacturing** proposes the introduction of one (1) course, **MECG 7860 Selected Topics in Control Engineering (3)** to fill the need for an advanced topics course in control engineering.

Dept. of Mechanical & Manufacturing

Course Introduction

MECG 7860 Selected Topics in Control Engineering **3**

Lectures and seminars on selected advanced topics in the field of systems and control that include mechanical systems, dynamics, control theory and mechatronics.

NET CREDIT HOUR CHANGE **+3**

2. The **Dept. of Interior Design** proposes the introduction of one (1) course **IDES 7280 Advanced Topics in Contemporary Interior Design Seminar (3)** as one of four required courses in the Master of Interior Design post-professional program. Its delivery method will be online. The credits from this course have been secured through the elimination of IDES 7260 (Business of Interior Design), the content for which has been shifted to another offering and to recently created undergraduate courses.

Dept. of Interior Design

Course Introduction

IDES 7280 Advanced Topics in Contemporary Interior Design Seminar 3

This seminar is a forum for discovering the character of current international interior design practices. It emphasizes the development of writing skills by exploring models for formulating criticism and applying them through a sequence of written exercises. Discussions focused on the criticism of actual spaces and published architectural environments occur.

NET CREDIT HOUR CHANGE +3

3. The **Faculty of Architecture** proposes the introduction of one (1) course **ARCG 7090 LEED Core Concepts and Strategies (3).** Professional interior designers, architects, and landscape architects who practice in Canada rely on having an understanding of and the ability to apply Leadership in Energy and Environmental Design (LEED) core concepts and strategies in order to produce designs with improved sustainable qualities. This course acknowledges and supports the cultivation of sustainable design expertise in the faculty's students and is also open to practicing professionals. The curriculum for this course is sanctioned by the Canada Green Building Council and its instructor or instructors are required to be LEED Accredited Professionals.

Faculty of Architecture

Course Introduction

ARCG 7090 LEED Core Concepts and Strategies 3

This course provides a comprehensive overview of techniques, approaches, materials and technologies used in creating more sustainable buildings and communities in Canada. It provides an introduction to the LEED Rating System and is formulated as a preparatory course for persons interested in becoming a LEED Green Associate in Canada.

NET CREDIT HOUR CHANGE +3

Recommendations

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

Dept. of Mechanical & Manufacturing
Dept. of Interior Design
Faculty of Architecture

Respectfully submitted,

Dr. John (Jay) Doering, Chair
Faculty of Graduate Studies Executive Committee

/ak

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

Certificate Proposal Submitted to Senate for Concurrence Without Debate

Proposed Certificate Name: Integrated Support Worker (ISW) Certificate Program

Proposal Submitted by: Extended Education Council

Purpose of Certificate Program:

The ISW program is designed for those who are seeking a rewarding and challenging career and are transitioning from providing institutional support to providing support to those living in communities. Integrated Support Workers are part of an integrated health care team. The program will prepare them to assist individuals and families to accomplish tasks of everyday living. Integrated Support Workers (ISWs) will also assist community members, and their support network, to meet their basic needs which may include home management, personal care, family responsibilities, work management, and social and recreational activities.

Certificate Program Objectives:

Upon completion of the program participants will be able to:

1. Describe community members/clients' mental and physical issues and concerns;
2. Assess the personal supports that community members/clients require;
3. Identify the supports and resources in the community to meet the mental and physical needs for community members/clients in their daily living activities and recovery;
4. Solve problems with the community members/clients and health care team regarding their mental and physical needs;
5. Set priorities, communicate, and work effectively with community members/clients and health care team;
6. Detail and outline the elements of the body, human growth and development issues across the life span;
7. Identify and demonstrate the appropriate procedures and treatment community members/clients require;
8. Identify healthy nutrition and hygiene plans with community members/clients; and
9. Outline the palliative care needs of community members/clients.

Program Overview:

The Certificate in Integrated Support Worker Program involves a partnership between University of Manitoba (Extended Education) and external partners, the first of which is Winnipeg Technical College (WTC). The program consists of 10, 36- hour courses and 1, 36- contact hour practicum for a total of 396 contact hours. Fifty percent of the program will be offered by each of the partners (e.g., UM and WTC). The program will be offered in a flexible format to support employees currently in the field. There will also be a rigorous Recognition of Prior Learning (RPL) process that will allow those who have relevant learning to receive credit for what they know and can do. Students will learn the basic knowledge and skills related to the body and mind and how to assist when functions are impaired. Integrated Support Workers will participate in a practicum or will provide evidence of their knowledge and skills in a workplace setting through the RPL process.

The Program will consist of the following required courses offered by WTC and UMCE.
WTC Core courses:

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

- Introduction to Health Care Structure
- Function of Human Body I
- Structure and Function of Human Body II
- Acute and Home Health Care Settings

UMCE Core courses

- Counseling Skills Level I
- Working with Families
- Heath Promotion across the Lifespan
- Cognition and Cognitive Impairment
- Mental Health and Illness

Number of contact hours: 396 contact hours

Number of core courses: 10 plus one 36 contact hour practicum.

Expected time for program completion: 18 months – 6 years.

Will at Least 50% of instructional contact hours be delivered by the U of M? Yes

Have IST and Libraries been consulted? Yes.

List of Participants and Constituents consulted:

Ms. Karen Guth, Instructor, Staff Development, Manitoba Development Centre
Ms. Jennifer Licardo, Alzheimer Society Manitoba
Ms. Arlie Link, Family Support Program, Metis, Child, Family and Community Services
Ms. Nadine McLeod, Metis, Child and Family Services, Eastman, Interlake
Ms. Sandra Sullivan, Child Protection Branch, Manitoba
Ms. Liz Ambrose, Senior Policy Analyst, Workforce Development, Manitoba Health

Consultants: Provincial Mental Health Management Network
Ms Fran Schellenberg, Executive Director, Mental Health and Spiritual Health Care, Department, Manitoba Health
Ms. Chris Hoeschen, Policy Analyst, Mental Health and Spiritual Branch, Manitoba Health
Mr. Ken Kroeker, Regional Director, Mental Health, Central, RHA
Ms. Deb Taillefer, Acting Director, South Eastman, Mental Health, Regional Health Authority

Ms. Lisa Sutton
Ms. Val Kelberg, Training Coordinator and Policy Analyst, Manitoba Family Services and Labour, Disability Programs and EIA, Disability Programs Community Living Disability
Ms. Cynthia Winram, Chief Executive Director, Manitoba Developmental Centre (MDC)
Ms. Francis McGillivary, Tribal Council member, Swampy Cree
Ms. Diane Murdock, Tribal Council member
Dr. Charmayne Dube, Director, Supported Day and Residential Services, New Directions for Children, Youth, ADULTS, AND FAMILIES AND VICE PRESIDENT, ABILITIES MANITOBA.

Advisory Committee, Long-term Service Delivery, Manitoba Developmental Centre
Mr. Cees de Vries, Acting Manager, Policy Unit, Strategic Initiatives and Program Support, Disability Programs and Early Learning and Child Care, Manitoba Family Service and Labour

Ms. Sherry Sullivan, Manager, The Centre for Teaching, Learning and Program Development, Winnipeg Technical College
Dr. Atlanta Sloane-Seale, Professor and Program Director, UMCE

Will this certificate program operate on a cost recovery basis? Yes

Date of Council approval: December 12, 2012

Formal Proposal

Integrated Support Worker (ISW) Certificate Program

Dr. Atlanta Sloane-Seale
Professor & Director
Continuing Education

November 6, 2012

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Certificate in Integrated Support Worker Program (ISW)

1. Introduction

1.1. Title of the proposed program.

Certificate in Integrated Support Worker Program (ISW)

1.2. Name of Program Developer and Area that will manage the program.

The Program Developers are Dr. Atlanta Sloane-Seale, Area Director and Program Director, Continuing Education. University of Manitoba (UM) Extended Education (EE), Continuing Education (CE) and Ms. Sherry Sullivan, Program Manager, The Centre for Teaching, Learning and Program Development, Winnipeg Technical College (WTC), who are proposing to develop in partnership, the Certificate *in Integrated Support Worker* (ISW) program.

1.3 Credential type.

The credential type is a certificate because the program consists of a minimum of 180 instructional contact hours which meet the criteria for a certificate.

1.4. Is this a new program or major revision to an existing program?

This is a new program.

1.5. A description of the program as it will appear in the calendar or calendar equivalent.

The ISW program is designed for those who are seeking a rewarding and challenging career and are transitioning from providing institutional support to providing support to those living in communities. Integrated Support Workers are part of an integrated health care team. The program will prepare them to assist individuals and families to accomplish tasks of everyday living. Integrated Support Workers (ISWs) will also assist community members, and their support network, to meet their basic needs which may include home management, personal care, family responsibilities, work management, and social and recreational activities.

The Certificate in Integrated Support Worker Program involves a partnership between University of Manitoba (Extended Education) and external partners, the first of which is Winnipeg Technical College (WTC). The program consists of approximately 11, 36- hour courses (396 instructional contact hours) of which 50% will be offered by WTC. The program will be offered in a flexible format to support employees currently in the field. There will also be a rigorous Recognition of Prior Learning (RPL) process that will allow those who have relevant learning to receive credit for what they know and can do. WTC will offer approximately 50% of the physical health related courses and UMCE will offer the theoretical courses related to mental health and counselling. Students will learn the basic knowledge and skills related to the body and mind and how to assist when functions are impaired.

The Program will consist of the following required courses offered by WTC and UMCE.
WTC Core courses (*See Appendix 1: Course Descriptions*)

- Introduction to Health Care (36 hours)
- Structure and Function of the Human Body I (36 hours)
- Structure and Function of the Human Body II (36 hours)
- Basic Patient and Resident Care (36 hours)
- Acute and Home Health Care Settings (36 hours)

UMCE Core courses

- Counseling Skills Level I (36 hours)
- Working with Families (36 hours)
- Heath Promotion across the Lifespan (36 hours)
- Cognition and Cognitive Impairment (36 hours)
- Mental Health and Illness (36 hours)

WTC and UMCE will offer the practicum in partnership.

- Applied Health Care (COOP) (36 hours)

This comprehensive program will be formally evaluated and graded using the University of Manitoba's grading system. Students must successfully complete all program requirements within 6 years of initial registration and achieve a minimum overall grade point average of "C" to receive the certificate.

1.6. Other academic units within the University or external agencies that are partners to this proposal.

There are no other academic units within the University and/or external agencies that are partners to this proposal, however, other units will be consulted for transfer credit purposes.

1.6.1. The roles, responsibilities, and expectations of these partners in the development and delivery of the proposed program.

University of Manitoba (UM) Extended Education (EE), Continuing Education (CE) and Winnipeg Technical College (WTC) are partnering in the development, design, and delivery of this program. The proposed program will provide the knowledge, skills, and abilities and certificate credential for students, including those at WTC who have taken the Health Care Aide program. WTC will be offering 50% of the content and have a track record with working with employers in this sector that will provide COOP placement opportunities to the students during the delivery of the program. CE has theoretical curriculum in areas that WTC does not. Both partners will contribute areas in which each has expertise and strengths. A University of Manitoba Certificate which may ladder into the Bachelor of Arts: Integrated Studies (BAIS) will be also a valuable asset for those who complete the program and may provide laddering opportunities from paraprofessional (Health Care Attendants, Health Care Aides, Community Support Worker, Integrated Support Worker, Proctor 3 or AL, 3 Designation) to professional roles.

The program consists of approximately 11, 36- hour courses (396 instructional contact hours) of which 50% will be offered by WTC. Partners will be responsible for the academic integrity and quality of the offerings. All aspects of the program, including design, development, content, delivery methods, and evaluation will be reviewed and approved by partners and vetted with the Advisory Committee to the program. The Advisory Committee will provide input and make recommendations on developing the curriculum, identification and selection of instructors, identification of potential participants, input on program content to ensure the program remains current and relevant, suggest program evaluation and needs assessment as required, and identify target markets for the program (*See Appendix 2: Letters of Support, Appendix 3: Advisory Committee members, and Appendix 4: Terms of Reference*).

The roles and responsibilities of the Division:

- On behalf EE, the Program Director is responsible for all aspects of program quality, including the design, development, delivery, evaluation, budgeting, marketing, and all matters related to the program. These roles and responsibilities may include:
- Working with content specialists and instructional designer to develop course outlines, students' assessments, assignments, and course evaluations;
- Establishing administrative procedures for registration and administration of the program;
- Preparing the formal proposal, financial and marketing plans;
- Supporting and approving the designers' work;
- Conducting any required market research;
- Co/Chairing committee meetings;
- Obtaining certificate approval; and
- Liaising with partners.

The partnership sees each partner (i.e., CE and WTC) developing its component of the program and making joint decisions regarding delivery of the program, including scheduling of courses, cancellation of courses, students' progression in the program, and class size.

1.6.3 Name of Program Developer(s) submitting program proposal.

The Program Developers are Dr. Atlanta Sloane-Seale, Area Director and Program Director, Continuing Education, and Ms. Sherry Sullivan, Program Manager, The Centre for Teaching, Learning and Program Development, WTC.

1.7. Is the program intended to be ongoing or one that will be offered for a limited period of time?
The program is intended to be ongoing, depending on market demand.

2. Needs Assessment . (Describe the assessment or consultation process used to identify the intended audience, their educational needs, their demand for the program, and potential supports and barriers to participation. Do not discuss the results of the process. Explain why this method was selected and what method was used to ensure that the information collected is credible).

Mr. James Knight, president and CEO, Association of Canadian Community Colleges (ACCC), who indicated that educational institutions, including universities and *"Colleges educate most of today's health care professionals and are ideally placed to bring together stakeholders and help define national educational standards for personal care workers,"* stressed the urgent need for national education standards for personal care providers as a result of "...the population aging and more people requiring continuing health care outside hospitals," which creates *"...a widening gap in our health care system today."* (Media Release, March 9, 2011). In addition to this call for action, a number of data collection methods (e.g., needs assessment, focus group, discussions with key stakeholders, mail out to Tribal Councils, electronic survey and brainstorming session with Provincial Mental Health Management Network, and DACUM process) were used to identify the intended target audience, their educational needs and demand for a comprehensive Integrated Support Worker Program, as well as the supports and barriers to participate in such a program.

WTC undertook a preliminary initial needs assessment and focus group with key stakeholders which indicated a need for credential training that would provide consistent standards for employees working with individuals who need support to meet their basic needs. An increasing demand was identified for front-line support workers to have a solid understanding of both physical and cognitive

challenges faced by many in their communities. The data indicated that the need for support is especially great for those who fall under the protection of the Manitoba *Vulnerable Persons Act*, especially given our aging population (e.g., persons living with Alzheimer).

Discussions with a number of key stakeholders (e.g., Ms. Val Kellberg, Training Coordinator and Policy Analyst, Manitoba Family Services and Labour, Disability Programs and EIA, Disability Programs, Community Living Disability and Ms. Fran Schellenberg, Executive Director, Mental Health and Spiritual Health Care, Department, Manitoba Health), confirmed the need and suggested that the program should reflect a person-centered and strengths based model that builds on capacities and resources and provides choice for vulnerable persons.

Another key stakeholder, Ms. Cynthia Winram, Chief, Executive Director, Manitoba Developmental Centre (MDC) supported the need and demand for such training which would lead to a recognized credential and help professionalize the field because current in-house training programs are not recognized for those working in the field, including MDC, Community Living, Supportive Housing, those who support teens in care to transition to independent living, and those who assist individuals with mental disability, psychosocial, physical, emotional, residential, and educational needs to meet their basic needs. There was consensus that the program should address the needs and rights of vulnerable individuals for independence and self determination, and privacy and dignity; and ensure accountability, safety, and protection under the Vulnerable Persons' Acts. Further, Ms. Winram took the proposed program to the Manitoba Government Employee Union (MGEU) and Family Services for their input and feedback. Their feedback has been very supportive, suggesting the need to make training mandatory at some point in time. Ms. Karen Guth, Instructor, Staff Development, MDC, also sought input and feedback on the need for the program from her educational advisory board. They were also supportive of a program, confirming the need and demand for a client centered and strength's based approach.

These discussions led to an endorsement to further explore the need and demand for such a program through electronic survey and brainstorming session. As a result, Ms. Schellenberg sent the electronic survey to, and held a brainstorming session with, the Provincial Mental Health Management Network (See *Appendix 8: Provincial Mental Health Management Network*), including Ms Sullivan. Members at the brain storming session (held on April 13, 2011) discussed four key questions: Is there a need and demand? Where are the jobs? What skills are required for the jobs? And what would they have to know and be able to do?

Responses confirmed the need and demand, identifying employment opportunities within and outside the Winnipeg area, gender distribution of workers, educational background, and the knowledge, skills, and abilities required to work as Integrated Support Workers who are currently classified as Integrated Support Workers, or Proctor 3, or AI2 workers, or Developmental Service Workers (i.e., Regional Health Authority designations which are used throughout the province). Further, the results supported the need for a regulated profession, a move for which National Standards are been developed by the Canadian Association of Continuing Care Educators. Additional recommendations indicated that the program combine both mental and physical health; address the transition of clients from institution to community; and recognize the demographic shift.

Further, participants indicated that Proctors in Winnipeg are mostly men while in rural areas they are mostly women but predominately both groups are Caucasian. This is problematic because the clients come from a wide range of cultural backgrounds suggesting that the program must be sensitive to cultural issues as well as target other cultural groups for the training, including Aboriginal, New Immigrants, and women. Further, it was noted that including a Recognition of Prior Learning (RPL) in the program will be critical to help students translate their knowledge and experience into their role as an integrated support worker. The need to ladder the program into further education was also

seen as critical in moving paraprofessionals to professional roles and helping standardization and professionalization of the field. Because workers are located in both rural and urban settings and work full time, it was viewed as important to include a variety of delivery formats, including, face-to-face, blended, online, evenings, and compressed.

Based on these inputs, UMCE and WTC, developed a *Letter of Intent* (See *Appendix 5: Letter of Intent*) and on January 27, 2012, a joint email (CE and WTC) regarding the *Letter of Intent* was sent to Tribal Council members for their input and feedback. Two coordinated responses were received. Ms. Francis Mc Gillivary, Tribal Council member, Swampy Cree, indicated the need and demand for the proposed program that would help workers "...work effectively with mental and physical health issues, including clients who suffer from diabetes." Further, Ms. Diane Murdock's group, providing positive feedback, suggested support of the need and demand for the program.

Further, the data indicated that those who work in the field may have mental health content related to the family support worker program or the community support worker program offered at RRC or physical health content related to the Health Care Aide training offered at WTC. While students may receive pieces of content from either program, they do not receive the in-depth, comprehensive knowledge, skills, and abilities need to work effectively in the field.

Finally, on February 17th 2012, a DACUM (i.e., an occupational analysis) facilitated by Ms. Sullivan was held with another group of key stakeholders (See *Appendix 6: DACUM and List of Participants and Consultants*) to identify the need and demand, and to confirm what participants need to know and would have to do in the field. These data supported results of data collection, and provided the basis for identifying the content knowledge, skills, and abilities for curriculum development and design.

Therefore, based on data collection methods, including the facilitated DACUM, the scope, depth, and breadth of the program were identified as roughly equivalent to11-36 hour courses, 50% of physical courses to be delivered by WTC: (e.g., six-months of full-time day and/or evening courses to be offered by WTC) and 50% mental and theoretical courses to be offered by UMCE. A variety of delivery formats, including face-to-face, blended, online, compressed, full-time day, and/or evening were identified.

2.1 From the CFR report, **summarize** the results of the needs assessment for the following:

2.1.1 Target audience.

The target audience may consist of 430 WTC Health Care Aide students, including 3000 HCAs working regionally and others who have trained on the job, Integrated Support Workers, or Proctor 3, or AI2 workers, or Developmental Service Workers (i.e., Regional Health Authority designations which are used throughout the province), Integrated Support Workers in communities and institutions (i.e., those employed in hospitals, nursing homes, and other health care facilities) such as health care aides, hospital attendants, long term care aides, nurse aides, nursing attendants, orderlies, patient care aides, patient service associates, and psychiatric aides. Generally, the target audience includes:

- Those who are transitioning from providing care in institutions to providing support in the community;
- Those who currently have a recognized *Health Care Aide Certificate* and who need to increase their knowledge and skills related to mental and cognitive functioning and how to support community members living with related issues;

- Those who currently have some training but no credential (e.g., psychiatric nursing assistants) related to mental and cognitive functioning and need the breadth and depth of knowledge related to these areas, including physical disabilities and how to support community members living with related issues; and
- Those who wish to enter the integrated support worker field for the first time.

2.1.2 The audiences' educational needs

Those who work in this field may have some High School and/or a Canadian Grade XII education. Integrated Support Workers must have essential, technical, practical skills, and theoretical knowledge to work in the field. Essential skills include the ability to relate well to a wide range of people and gain their confidence; the ability to work independently and as a team member; physical stamina and strength; good listening and observational skills; and good verbal and written communication skills. Technical skills include the ability to operate a computer, medical related equipment, and administer CPR and first Aide. They must also have the theoretical knowledge related to the content of the curriculum described above.

2.1.3 Market demand.

According to Manitoba Job Futures (downloaded: 3/27/2012)

(http://www.mb.jobfutures.org/profiles/profile.cfm?noc=3413&lang=en&site=graphic), the employment prospects for Integrated Support Workers are expected to be good. For the period 2011-2015, the number of jobs in 2011 was estimated at 10,260. The long term shift from hospital to community based care for chronic patients indicates that employment opportunities will be increasingly found in community based and long-term care facilities such as personal care homes for the elderly and chronically ill. There is a growing need for integrated support workers, including nurses' aides, orderlies, and patient service associates in homecare support as more patients in their own homes require personal care and medical services that extend beyond basic personal care needs. Integrated Support Workers with essential, technical, practical and theoretical knowledge and skills, including geriatrics and home care will be in greatest demand. Prospects are improved for those who are willing to work on a casual and/or part time basis.

Generally, jobs for nurses/health care aides and orderlies are fairly evenly distributed across Manitoba. Nearly all are employed in the Health Care and Social Assistance field (98%). More than half (53%) are employed in Winnipeg; the majority (85%) are female, with 15%, of those who are employed in the sector, being Aboriginal, and 23% being visible minority.

2.1.4 Potential supports for and barriers to participation.

To be admitted to the program, students will be required to have a Canadian Grade XII and/or be admitted as mature students. Those who are not mature students and/or do not have their Canadian Grade XII will be required to write and pass the Canadian Academic Achievement Test (CAAT). If students meet the entrance requirements (i.e., Canadian Grade XII, and/or mature student, and/or pass the CAAT) but still need supports (i.e., basic writing, reading, and comprehension skills), WTC will provide these supports. The costs of the program for WTC students are subsidized by the Province of Manitoba through their seat allotment program.

3.1 Provide detailed program objectives and student learning objectives.

Program objectives are:

1. Students will learn basic knowledge and skills related to the body and mind and how to assist when functions are impaired.
2. Students will have an opportunity to practise skills in two, one-month work practicum placements.
3. Program will provide knowledge and skills required to practise as effective and efficient ISWs.
4. Program will facilitate employees' transition from institutional to community care services.
5. Program will become the gold standard for those who work in this sector.
6. Program will help standardize and professionalize the practice in this sector.

The student learning objectives are to:

1. The learner will be able to describe and practice personal safety issues.
2. The learner will be able to demonstrate basic client, patient resident safety practices.
3. The learner will be able to describe the basic structure and function of human body systems.
4. The learner will be able to describe common physical impairments, their symptoms and treatment and the impact each may have on tasks of daily living.
5. The learner will be able to use correct procedures to assist and support clients with basic care and tasks of daily living.
6. The learner will be able to effectively interact and support clients in their tasks of daily living.
7. The learner will be able to interact effectively and support families.
8. The learner will be able to describe and provide appropriate support for clients who have or are currently experiencing abuse.
9. The learner will be able to describe and provide appropriate support for clients dealing with issues of palliative care.
10. The learner will be able to describe and provide appropriate support for clients who have or are currently experiencing mental health issues.
11. The learner will be able to describe and provide appropriate support for clients who have or are currently experiencing cognitive impairment.
12. The learner will be able to describe the impact of developmental stages and impairments on the tasks of daily living.
13. The learner will be able to describe common issues in infant and child care and how to support the children and families in their tasks of daily living.
14. The learner will be able to effectively relate and build positive, trusting relationships with others.

15. The learner will enhance their self-awareness of their values, strengths, limitations and need for self-care to more effectively work with clients and their families.
16. The learner will be able to conduct activities in a professional and ethical manner.

3.2 Describe the program structure, including:

3.3 Course/module titles, contact hours, and prerequisites.

The ISW program is offered in partnership with the University of Manitoba Continuing Education (UMCE) and Winnipeg Technical College (WTC). The program consists of approximately 11, 36- hour required courses (396 instructional contact hours) of which 50% will be offered by WTC. There are no prerequisites; students will normally take the courses in the order offered.

Integrated Support Workers, particularly those living in remote, rural and northern community settings, may not have the time and resources, and access to educational programs to maintain and enhance their knowledge, skills, and abilities. The data suggest that learning through case studies, flexible delivery methods, including face-to-face, blended, and on-line in their communities, on weekends, and evenings may be preferred. Hence, the design of the program attempts to address the needs of ISWs who provide supportive care within the context of practice.

Therefore, the program will be offered in a flexible format (i.e., face-to-face, blended, and on-line) to support current and new entrants into the field and those who (47%) live outside the Winnipeg area. Where possible and as appropriate, courses may be offered in compressed face-to-face, weekends, evenings, and Institutes to reduce barriers to participation. There will also be a rigorous Recognition of Prior Learning (RPL) process that will allow those who have relevant learning to receive credit for what they know and can do.

WTC will offer approximately 50% of the physical health related courses and UMCE will offer the theoretical courses related to mental health and counselling. Students will also be required to complete the practicum placement to practise their skills in two, one-month work placement. Students must register and complete all program requirements for the entire program (i.e., the courses offered through WTC and the courses offered by UMCE) in order to receive the Health Care Aide Certificate (HCA) program from WTC and ISW certificate program from the UM because the depth and breadth of content are developed over the entire program (e.g., the lifespan, physical, and mental health pieces are expanded in scope, depth and breadth over the entire program).

The Program will consist of the following required courses offered by WTC and UMCE (*See Appendix 1: Course Descriptions*)

WTC Core courses

- Introduction to Health Care (36 hours)
- Structure and Function of the Human Body I (36 hours)
- Structure and Function of the Human Body II (36 hours)
- Basic Patient and Resident Care (36 hours)
- Acute and Home Health Care Settings (36 hours)

UMCE Core courses

- Counseling Skills Level I (36 hours)
- Working with Families (36 hours)
- Heath Promotion across the Lifespan (36 hours)

- Cognition and Cognitive Impairment (36 hours)
- Mental Health and Illness (36 hours)

WTC and UMCE will offer the practicum in partnership.

- Applied Health Care (COOP) (36 hours)

3.4 Course progression.

There are no pre-requisites in this program. Normally, the courses will be taken in the order listed.

3.5 Minimum and maximum times for completing the program.

Students will normally complete the program within a minimum of 3 years and a maximum of 6 years of initial admission into the program. They must successfully complete all the requirements and achieve a minimum overall grade point average of "C" to receive the certificate.

3.6 Provide a rationale for the program structure outlined above by explaining how, and to what extent, it addresses the needs of the intended audience, and challenges to participation.

The flexible program format (face-to-face, blended, and on-line) will allow students to complete the program in a shorter timeframe. As well, the blended and on-line courses will provide students with the flexibility to complete the program at their own pace and time, and while working full-time within their communities. Since 47% of the students are from outside Winnipeg, the flexible program format also addresses their needs.

3.7 Identify the teaching methods and delivery format.

A variety of teaching methods and delivery formats will be used. Teaching methods may consist of case studies, mini-lectures, small and large group discussions, and role play. Delivery formats will include face-to-face, blended learning, and on-line. On-line and blended formats may include discussion forums, wikis, chat groups, a/synchronistic Adobe Connect discussions (see 3.2).

3.8 Explain the methods used and why they have been selected.

The methods identified are to facilitate the variety of learning styles and learning needs of the learners.

3.9 Will flexible study be used in this design? Explain.

As discussed in 3.2 above, flexible study will be used to address the needs of the target audience.

3.10 Describe admission requirements, including:

3.10.1 Selection criteria.

To be admitted to the program, students must meet both the WTC/UM general/mature admission. If students meet the entrance requirements, but still need some support (i.e., basic writing, reading, and comprehension skills), WTC will provide this support. Also, a Criminal Records check and Child Abuse Registry will be required because students will be working with vulnerable populations.

3.10.2 Selection process.

Students will be required to complete a joint Application to Enter a Certificate Program Form for admission to the program, and a joint Registration form to enter the course. Once students have met the Admission requirement, their Registration will be based on a first come first served basis. Also, depending on demand, the program may be offered as a cohort with industry (i.e., Manitoba Development Centre).

3.11 Authority to approve admission decisions.

The Program Director, UMCE, and the Academic Chair, WTC, in consultation with the Advisory Committee, will have authority for admission decisions.

4. Transfer credit arrangements

4.1 Transfer credit arrangements within the University of Manitoba.

Explain transfer credit arrangements negotiated during the development stage with faculties and schools at the University of Manitoba and EE. A letter from the office with authority to approve transfer credit must confirm these arrangements. If transfer credit into the program varies from Division policy and procedures, explain the variance.

There are no similar comprehensive programs offered in EE and/or the University. There are a few similar individual courses offered in the Faculties of Nursing and Social Work. It has been determined that, where appropriate, relevant and high quality curriculum will be integrated into the program as required. This will allow for the effective maximization of resources. CE's policy on Transfer Credit will apply in all cases. In addition, the program will be assessed for transfer credit to the Bachelor of Arts: Integrated Studies (BAIS) program.

5. Resources

5.1 Describe the required qualifications of teaching personnel and their availability.

UMCE instructors will be required to have a minimum of a Masters degree, and/or a professional designation in the field, including expertise in the content area, experience in teaching adults, and knowledge of adult learning principles. WTC instructors are required to have a minimum of a Bachelors of Nursing degree, and/or Bachelors of Education degree and/or a Technical Vocational Certificate. There are ample teaching resources available from both the academic and professional communities. Teaching resources will be identified through the Advisory Committee.

5.2 Describe provisions for the orientation, training, and development of teaching personnel.

The program does not require special orientation or professional development. All instructors will receive the *Instructors' Handbook* (and the Distance Education *Instructional Guide* as needed) and in consultation with the Program Director, UMCE and Program Manager, WTC, and the Advisory Committee members, will develop consistent standards and guidelines for curriculum development. All instructors may participate in workshops, seminars, and courses offered through the University Teaching Services (UTS) and the Certificate in Adult and Continuing Education (CACE).

5.3 Do adequate library resources exist to support the program? (Note: Letter(s) of support from the libraries is/are required.)

Adequate library resources from the UM and WTC do exist to support the program. Library materials are available from a number of sources, including the Dafoe Library, and

WTC's collection related to ISW program. A letter from the Dafoe Library confirms its ability to support the UMCE program (*See Appendix 8: Letter from the University Library Services*).

5.4 What instructional media resources are required to support the program? (Note: Letter(s) of support when requested).

No instructional media resources are required to support the program?

5.5 What laboratory or field placement facilities are required to support the program? (Note: Letter(s) of support when requested).

WTC laboratory facilities will be provided to support the program as required. In addition, the majority of the participants will be working in the field and will have access to their practice settings to conduct, as necessary, any projects. Students, who are not currently working in the field, will also have an opportunity to practice skills in a two one-month work practicum placement as part of the program requirements (*See Appendix 9: Letters of Agreement from Employers to be requested as needed*).

5.6 Describe any unique University counselling and student advisory services, relevant to the program, that are not normally available within the University, EE, or the Area.

No unique University counseling and student advisory services are required that are not normally available within the University, EE and WTC.

5.7 Describe any additional resources required for program delivery.

In addition to resources required for use of the LMS (i.e., access to a computer, internet, and high speed), no additional resources are required for program delivery.

6. Advisory/Program Committee

6.1 Describe the membership and representation.

Advisory Committee members will be drawn from a variety of settings, including institutional, community, profit and non-for-profit sectors. The Advisory Committee members will enable the UMCE and WTC to keep the program current, relevant, and effectively market it (See *Appendix 3: Advisory Committee Members to be confirmed*).

6.2 Identify the terms of reference. (See *Appendix 4: Terms of Reference*).

7. Student Assessment

7.1 Describe the grading system (pass/fail, letter, numerical) to be used, and the requirements for successful completion of the program.

This comprehensive program will be formally evaluated and graded using the respective institution's (i.e., University of Manitoba and WTC) grading system as appropriate. The Advisory Committee recommends that students must successfully complete all program requirements within 6 years of initial registration and achieve a minimum overall grade point average of "C" to receive the certificate.

8. Course and Program Evaluation

8.1 Describe the method of evaluation and frequency of course and instructor evaluations to be used.

UMCE Student Evaluation of Education Quality (SEEQ) will be used after each course is offered in the UMCE component of the program. WTC course evaluation will be used upon completion of WTC's courses. Partners will also be responsible for on-going informal debriefing with their respective instructors, will share evaluation information with their instructors, and use information to make rehiring decisions. The program will be reviewed from time to time to determine if a full and/or partial evaluation is required. The Advisory Committee may recommend a partial and/or full program review to compare actual performance with performance indicators and program objectives. Evaluation reports will be submitted to the appropriate institution's quality control committee and the Advisory Committee.

8.2 Identify performance indicators the Area will use to evaluate the program.

This program development supports at least two of UMEE's Strategic Priorities: 1) Program Innovation and Quality (i.e., meet new and emerging learner needs; enhance student success and experience; meet students' needs for program/course accessibility, acceleration, and completion); and 2) Partnerships and Engagement (i.e., strengthen and expand internal UM collaboration and engagement; and strengthen and expand external collaboration and engagement).

The Advisory Committee works internally with the Faculties of Nursing, Social Work, and Arts to ensure transfer of credits and laddering into the BAIS. It also works with external stakeholders and community groups, including WTC to build and strengthen partnerships to develop, deliver, and extend the program. The flexible delivery format is intended to extend the program beyond the Winnipeg boundaries, increasing accessibility, acceleration, and completion and meeting new and emerging learners' educational needs and enhancing their success. The Program will also increase representation of new and different demographic groups thus expanding the range of learners served and meeting their changing needs.

The performance indicators that will be used to evaluate the program during the first three years are:

- Participation of stakeholders and academic units on the Advisory Committee
- Increase in number of student enrolments in and outside Winnipeg
- Increase in average class size, and
- Increase in net program contribution.

9. Financial Plan

9.1 Outline a three-year financial plan for the program, using the Financial Services template (See Appendix F) that includes projected revenue, registration, direct expenses, time allocations, Central Services allocations, and return on development costs. The plan must be supported by reference to information obtained in the needs assessment and market demand analysis.

The following assumptions are used to guide the budget (Appendix 10: Budget Proposal) which was discussed and approved in the area.

i. Tuition fees are based on 36 credit hours as the unit of analysis for $495; and average registrations of 16 in six courses in 2013-14; 18 in six courses in year 2014-15; 20 in six courses in year 2015-16; and 25 in subsequent years.
ii. Stipends (not including benefits and pay levy) is based on $90 per hour.

iii. Staff allocations for development costs are: year 2013-14 development costs are based on .15 Program Director in years 1 and 2 respectively; and .10 for Program Administrator and Program Assistant for delivery; in subsequent years (2 &3), time allocation for delivery for Program Director will be reduced to 5% (shift to the delivery side and reduction in time allocation).

iv. Development costs per 36-hour course: Content Specialist ($90.00 per/hr/36hrs/6 courses); Instructional Designer ($1,500/6 courses);
Inputting ($500); Editing ($500); Digital copyright clearances ($500); Library materials ($500); Imaging (graphics etc) ($1,000); Web Publishing ($1,000); Audiovisual ($500); Web Developer ($250), and approximately $250 for materials per course.

v. Central Services: (i.e., Student Services; Finance; Payroll; Office Management; Marketing; Reservation; Telephone; Computer usage; plus approximately $2,000 for marketing—contact brochure, online, and postage) is based on 25% of staff salaries (see iii above).

9.2. The Financial Plan must be reviewed and recommended by the Area Director prior to submitting the Formal Proposal to the Area for discussion.

The Financial Plan was reviewed and approved by the Area.

9.3 Describe any revenue/deficit sharing agreements that are proposed between the Division and partners to the program.

No revenue/deficit sharing agreements are proposed between UMCE and WTC. Each institution will be responsible for all expenses, deficits, and revenues related to the delivery of its component of the program.

10. Marketing

9.1. Outline the marketing plan for the promotion and publicity of the program and explain how these will reach the intended audience.

UMCE and WTC will use a variety of marketing and promotion methods, including print and online based marketing and promotion (e.g., print and PDF of contact brochure and flyers, Course Calendars, the Web pages, and CE's E-Newsletter). Free promotion in Associations, Institutes' Newsletters, Conferences, and Public Service Announcements will be utilized as well. Face-to-face and Virtual Information Sessions will be conducted in conjunction with the Advisory Committee members.

Appendix 1: Course Descriptions

1. Counselling Skills Level (36 hours)

Course Description

This is an opportunity for the instructor and the student to assess personal suitability and/or readiness to participate in the program. Students will be introduced to a client-centred helping model and will learn, practice and begin to integrate the Level I counselling skills of attending, listening, empathy and probing. Self-awareness, as it relates particularly to values and attitudes congruent to the helping skills, will be examined throughout this course. The course also examines professional boundaries in a helping relationship. This course is experientially based learning and therefore, participants are required to attend regularly, and to take part in the practice interviews, taping and group discussions that are central to the learning.

Course Learning Objectives

At the end of the course, students will be able to:

1. Describe a client-centred helping model.
2. Effectively relate and build positive, trusting relationships with others.
3. Establish a climate that promotes caring, cooperation, and open communication.
4. Build effective working relationships and networks with a variety of key stakeholders.
5. Create and maintain a collaborative, supportive relationship with colleagues.
6. Maintain and respect confidentiality in sharing information about clients.
7. Respect, be open to and support the thoughts, opinions and contributions of others.
8. Communicate in an assertive manner.
9. Describe the verbal and non-verbal cues of self and others and the impact they have on communication.
10. Use reflective listening skills to acknowledge feelings and clarify meaning (empathy).
11. Distinguish when it is appropriate to use probing questions, redirect, ask questions or to challenge a client.
12. Use language and communication style that is clear, concise and culturally relevant.
13. Document relevant observations in clear, objective language that all stakeholders can comprehend using accepted reporting formats.
14. Give and receive feedback in a constructive and considerate manner.
15. Demonstrate awareness of and sensitivity to issues of cultural diversity when interacting with clients and co-workers (cultural safety practices).
16. Explain and relate information to individuals in such a way that it may be understood clearly and quickly.
17. Adapt their personal helping style in a clinically and ethically appropriate manner.
18. Identify quality of life indicators.
19. Describe the importance of casual conversations in terms of getting information from clients and providing them with information.
20. Foster the learning and development of others through coaching, mentoring and empowering so that people have a deep sense of commitment and ownership.

21. Describe the principles of healthy relationships (e.g.Lundy's).
22. Support client to set goals that are clear and measurable.
23. Describe the importance of closure.
24. Recognize the areas of risks (precipitory factors).
25. Describe the importance of knowing when to back off and let the client stand on their own.
26. Describe the 7 areas of functional capacity (Learning mobility, In-depth living, Economic self-suffering, Self-care, Self-discretion and Receptive & Expressive language).
27. Identify when to ask for other supports (Identify limitations).
28. Knowing who to refer and when to refer client to other service providers.
29. Describe the importance of advocacy and the appropriate times to advocate for clients.
30. Support client to find and use their voice (mentor).
31. Demonstrate positive conflict resolution skills, cooperation and positive verbal communication with others (Mandt).
32. Describe suicidal indicators, how to take appropriate action if they are present and how to support those affected by suicide (ASSIST program).
33. Work effectively with vicarious trauma.
34. The learner will be able to conduct activities in a professional and ethical manner.
35. The learner will enhance their self-awareness of their values, strengths, limitations and need for self-care to more effectively with clients and their families.
36. Identify the challenges in managing appropriate boundaries within helping relationships;
37. Explore issues in professional boundaries that impact their work;
38. Develop insights into their own helping behaviours (strengths and vulnerabilities); and
39. Establish guidelines to handle difficult situations.

2. Cognition and Cognitive Impairment (36 hours)

Course Description

The course examines various aspects related to working with cognitively impaired older adults. Utilizing a blend of didactic and experiential approaches, participants explore the etiology of cognitive impairment and considerations relating to assessment and diagnosis, family/caregiver issues, and available resources. Creative management strategies, including environmental manipulation, effective approaches, and communicating with the cognitively impaired, are also reviewed.

Course Learning Objectives

At the end of the course, students will be able to:

1. Discuss the etiology of cognitive impairment.
2. Describe and identify assessment and diagnosis related to cognitive impairment.
3. Identify family and care/giving issues of the cognitively impaired.
4. Describe fundamental principles of providing support to a client with a cognitive impairment.
5. Describe strategies and effective approaches to manage the cognitively impaired client.
6. Outline a communicate plan to work with the cognitively impaired.
7. Describe cognition and how it changes as we age.
8. Describe signs of cognitive impairment.

9. Outline common causes of cognitive impairment.
10. Identify common reversible and irreversible causes of cognitive impairment.
11. Describe dementia and dementia care (Alzheimer's Society).
12. Discuss the difference between frontotemporal dementia and Alzheimer Disease.
13. Describe how the symptoms of Alzheimer Disease differ when the person has the type associated with Down syndrome.
14. Describe interpretive communication and list its principles.
15. Discuss common approaches to assisting a client to perform tasks.
16. Identify challenging behaviours and describe the problem-solving approach to addressing these behaviours.
17. Outline available resources related to the cognitively impaired.

3. Mental Health and Illness (36 hours) (Nursing)

Course Description

Mental health problems and mental illnesses are health concerns that affect many Canadians at some time in their lives. The purpose of the course is to explore a variety of alterations in mental health. The student will gain a greater awareness of the effect of alterations in mental health on the individual, the family and community and will explore how to facilitate healing and promote mental health.

Course Learning Objectives

At the end of the course, students will be able to:

1. Describe the meaning of the concepts of mental health, mental health problems, and mental illness.
2. Identify major historical developments influencing care of the mentally ill.
3. Describe your role in promoting mental health in the individual and within the family and community.
4. Apply relevant principles in assessment, planning, implementation, and evaluation of interventions designed to enhance coping and facilitate healing in the face of alterations in mental health;
5. Discuss the legal and ethical issues involved in care of individuals with alterations in mental health.
6. Discuss the role of the Integrated Support Worker in assisting clients with mental health conditions.
7. Outline the following five major health conditions which may affect adults: depression, schizophrenia, bipolar disorder, and anxiety.
8. Discuss the signs, symptoms and common causes of depression.
9. Describe common signs and symptoms of bipolar disorder, schizophrenia and anxiety.
10. Describe the physical, cognitive and mental health indicators related to addiction.
11. Provide appropriate support for clients who have or are currently experiencing issues with addiction.
12. Describe ways in which the Integrated Support Worker can support the person with a mental health condition.
13. Describe a crisis plan and list the common components.
14. Identify resources available in the community that can be used to support optimal functioning of those with mental health issues.
15. Describe how to identify mental health issues and report them to the appropriate member of the health care team.
16. Outline the legal and ethical issues involved in care of individuals with alterations in mental health.

17. Identify common medications used to treat mental health issues.
18. Describe stigmatization of those with mental health issues and the impact it can
19. Identify biological, psychological, social models of causation and treatment.
20. Outline the basic tenants of the Mental Health Act.

4. Health Promotion across the Lifespan (36 hours)

Course Description

To promote health with a lifespan framework, a good understanding of expected growth and development is required. Consideration of the family, community, and cultural values of individuals will be considered. Growth and development principles, concepts, and theories are explored. The changes and stages of life with consideration to the interrelationships of the domains of growth and development (i.e., physical, intellectual, social, and personality domains) will be examined. Along with the theories of growth and development, students are encouraged to examine issues in related areas.

Course Learning Objectives

At the end of the course, students will be able to:

1. Describe growth and development concepts and principles within a lifespan framework.
2. Outline development in the psychological, emotional, social, and physical domains.
3. Examine an individual's growth and development with the context of family, school, community and work.
4. Apply theories and principles of growth and development to common issues faced by the Integrated Support Worker.
5. Describe health promotion theory and concepts related to childbearing and childrearing families.
6. Describe childbearing and childrearing family assessment.
7. Outline theories, concepts, and principles related to the health of infants, children, adolescents, and families.
8. Assess a family and identify priority areas for health promotion in collaboration with the family.
9. Identify and plan interventions that facilitate family health.
10. Evaluate problems facing families and recognizing how they cope.
11. Identify characteristics of normal and abnormal physiological aspects of ageing.
12. Describe basic principles related to the psychological and social psychology of ageing.
13. Describe, identify, discuss and apply the demography of Canada and some major challenges facing an ageing society and the implications for the elderly population and total population.
14. Identify key factors to successful aging and improve sensitivity to the older adult.
15. Define palliative and end-of-life care.
16. Discuss the importance of quality of life in four dimensions (physical, psychological, social, and spiritual well-being).
17. Develop a palliative and end-of-life care plan.
18. Describe two palliative care assessment tools; Palliative Performance Scale and Edmonton Symptom Assessment System.

19. Demonstrate empathetic responses to a loss situation.
20. Analyze ethical and legal issues related to dying and death.
21. Identify principles and characteristics of therapeutic communication.

5. Working with Families (36 hours)

Course Description

This course will provide an orientation to family systems theory and introduction to several counselling models and techniques in working with families. It is also designed to help students develop a theoretical understanding of family violence.

The course will also review the current controversies, new approaches and cultural issues in the area of domestic violence intervention. Course format will consist of short lectures, classroom discussions and exercises, simulating families/role-playing, genograms, personal family-of-origin work, and watching videotapes.

Course Learning Objectives

At the end of the course, students will be able to:

1. Develop a systemic view of how families function.
2. Identify tools, techniques, and a model for working with families.
3. Identify individual behaviour within the context of the family.
4. Demonstrate a practical and theoretical understanding of why family violence occurs.
5. Recognize the myths and realities about family violence.
6. Recognize and examine attitudes and feelings about family violence.
7. Outline how family violence affects individuals who are victimized and why it can be difficult for many to speak out and obtain help, support and safety.
8. Describe why individuals use violence against others.
9. Effectively assess and appropriately intervene with victims and offenders of family violence.
10. Identify what resources are available and be able to appropriately utilize pertinent resources for support, referral and reporting.
11. Describe personal and family-of-origin issues that could be triggered by issues raised by families in therapy.
12. Explain their experiential understanding of family systems through personal family-of-origin work.

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COURSE OUTLINE

2012 – 201
PROGRAM NAME: Integrated Support Worker
COURSE NAME: **Introduction to Health Care**

8133 - 40S - 1 Credit
ISW-
PREREQUISITES: None
INSTRUCTORS: tbd
CLASSROOM LOCATION: Rooms Pembina Campus
LAST REVISED: August, 2011

COURSE DESCRIPTION: This course introduces students to the health care field and their role as a *Integrated Support Worker.* Basic concepts and skills that the student will use every day in their work will be reviewed. Specifically, the course examines the Canadian Health Care system, the role of a *Integrated Support Worker,* professionalism and job-seeking skills, legal and ethical issues; basic communication needs specific to the field, and a look at those that are cared for.

GENERAL OUTCOMES: The student will be able to describe the health care field and their role as a *Integrated Support Worker.*

SPECIFIC OUTCOMES:
Students will be able to:

The Canadian Health Care System

1. Identify changes that have occurred in how health care is delivered.
2. Describe the roles and responsibilities of the federal government and the provincial/territorial governments with regard to health care.
3. Discuss how health care is paid for in Canada.
4. Describe the different types of health care organizations.
5. Briefly explain the structure of a health care organization.
6. Describe how the members of the health care team work together to provide care, and explain what a holistic, humanistic approach to health care means.

The Integrated Support Worker

1. Discuss requirements for Integrated Support Worker training.
2. Discuss the responsibilities of the Integrated Support Worker.
3. List the members of the nursing team, and describe the role of each team member.

4. Discuss the delegation process as it relates to the Integrated Support Worker.
5. List the five rights of delegation.

Professionalism and Job-Seeking Skills

1. Define the terms *professional* and *professionalism*.
2. Discuss characteristics that health care workers demonstrate that promote professionalism and explain the importance of each characteristic.
3. Define the term *work ethic* and describe how good work habits promote professionalism.
4. Understand the importance of personal health and hygiene for the health care worker.
5. Describe considerations one must explore when seeking employment.
6. List several sources of employment information for jobs in the health care industry.
7. Discuss the application process necessary for obtaining employment.
8. Describe how to make a good impression during a job interview.
9. Describe the proper way to resign from a job.

Legal and Ethical Issues

1. Discuss basic human rights that all Canadians are entitled to, as outlined in the Canadian Charter of Rights and Freedoms.
2. Discuss the basic rights of people who are receiving health care.
3. Discuss the legal aspects of health care delivery.
4. List common legal violations that are related to the provision of health care.
5. Display the awareness that health care workers must have in order to avoid legal dilemmas.
6. Define the types of abuse and describe signs that indicate abuse.
7. Discuss the health care worker's obligations in the reporting of suspected abuse.
8. Explain the difference between legal and ethical issues.
9. Describe the ethical standards that govern the nursing profession in particular and the health care profession in general.

Communication Skills

1. Define communication.
2. Describe the two major forms of communication, and give examples of each.
3. Discuss techniques that promote effective communication.
4. Describe blocks to effective communication and discuss methods used to avoid them.
5. Identify causes of conflict, and discuss ways of resolving conflicts.
6. Demonstrate proper telephone communication skills.
7. Discuss the methods of reporting and recording information in a health care setting.
8. Explain how the patient's or resident's medical record makes communication easier among members of the health care team.
9. Describe communication technologies that are being used in the health care field today.
10. Explain why the Integrated Support Worker is a vital link in the communication chain, and describe how the Integrated Support Worker communicates information to other members of the health care team.
11. List the steps of the nursing process, and describe how the nursing team uses the nursing process to plan the patient's or resident's care.
12. Understand the role of effective communication in the provision of quality health care.

Those We Care For

1. Recognize that health care is a people-focused service.
2. Discuss why people need health care intervention.

3. Differentiate between acute, chronic, and terminal conditions, and give an example of each.
4. Describe how the health care industry classifies people, and list the types of people you might have the opportunity to work with.
5. List and briefly describe the stages of human growth and development.
6. Understand that developmental changes are common throughout the life span of a person.
7. Draw Maslow's hierarchy of basic human needs, and explain each level.
8. Describe ways that a Integrated Support Worker helps patients and residents to meet their needs.
9. Understand the difference between sex and sexuality and discuss how a person's sexuality can be affected by illness.
10. Explain the concept of diversity, and why it is important for health care workers to recognize their patients' and residents' diversity.

Communicable Disease and Infection Control

1. List the different types of "germs" (microbes) that cause disease and discuss the conditions that are essential for their survival and growth.
2. Define the terms *normal flora* and *pathogen*.
3. Explain the defense mechanisms the body uses to keep us from getting sick.
4. Define the term *infection* and describe the chain of events required for infection to occur.
5. Discuss the factors that make a person more susceptible host and describe why this can happen.
6. Define the term *health care–associated infection* (HAI) and discuss ways a person could get an infection within the health care system.
7. List the four major methods of infection control.
8. List the four techniques of medical asepsis.
9. State how personal protective equipment (PPE) is used in infection control.
10. List the standard precautions that are taken with every patient or resident.
11. Describe the tree types of transmission-based precautions and explain when they are used.
12. Demonstrate proper handwashing, gloving, masking, gowning, and double-bagging techniques

Bloodborne and Airborne Pathogens

1. Describe how bloodborne pathogens are transmitted.
2. Describe two major bloodborne diseases that pose a threat to the health care worker.
3. Describe measures a health care worker can take to protect himself or herself from exposure to bloodborne pathogens.
4. List the CCOHS standards for bloodborne pathogens.
5. Identify the requirements for an exposure control plan.
6. Describe how airborne pathogens are transmitted.
7. Describe a major airborne disease that poses a threat to the health care worker.
8. Describe measures a health care worker can take to prevent the spread of airborne pathogens.

Workplace Safety

1. Define the term *body mechanics* and demonstrate actions that make the body more effective when working.
2. Demonstrate the use of good body mechanics when lifting.
3. Describe ways to prevent back injury.
4. Explain why Integrated Support Workers follow procedures when providing patient or resident care.
5. List the steps that are taken before and after every patient or resident care procedure, and explain why these steps are taken.
6. Describe hazards that increase the risk of falls in the health care setting.
7. Demonstrate how to assist a person who is falling.

8. Describe chemical hazards found in the health care setting.
9. Discuss electrical hazards found in the health care setting and ways to avoid them.
10. List the elements necessary for a fire to start and continue to burn.
11. Describe the RACE fire response plan.
12. Demonstrate how to use a fire extinguisher.
13. List disaster situations that may affect a health care facility, and describe the focus of a disaster preparedness plan in a hospital versus in a long-term care facility.

Patient and Resident Safety and Restraints

1. Identify risk factors that may put people in a health care facility at higher risk for accidents and injury.
2. Describe basic safety methods designed to prevent accidents in a health care facility.
3. Understand the importance of reporting and recording accidents.
4. List the different types of restraints.
5. Identify safety concerns of restraint use.
6. Describe methods used to reduce the need for restraints.
7. Demonstrate the proper application of a vest restraint, a wrist or ankle restraint, and a lap or waist (belt) restraint.

Positioning, Lifting, and Transferring Patients and Residents

1. Explain the complications of immobility.
2. Describe proper body alignment, and explain why it is important.
3. Identify the different body positions and explain the purpose of regular, frequent repositioning.
4. Discuss safety measures related to lifting and transferring people.
5. Demonstrate techniques of safe lifting and transfer.

Basic First Aid and Emergency Care

1. Discuss your role in an emergency situation.
2. Define terms used to describe a person's condition in an emergency situation.
3. List and discuss the ABCs of emergency care.
4. List some of the organizations that offer approved training in first aid and basic life support (BLS) measures.
5. List the signs and symptoms of a "heart attack" and describe the actions that a Integrated Support Worker would take to assist a person with these signs and symptoms.
6. List the signs and symptoms of a stroke.
7. Describe how you would assist a person who complains of feeling faint, or who has fainted.
8. Describe how you would assist a person who is having a seizure.
9. Describe how you would assist a person who is bleeding uncontrollably (hemorrhaging).
10. Describe some of the types and causes of shock, and describe how you would assist a person who is in shock.
11. Demonstrate how to clear the airway of a choking adult or child older than 1 year by using the Heimlich maneuver.
12. Demonstrate the method used to clear the airway of a choking infant.
13. Describe the steps of the chain of survival.

INSTRUCTIONAL APPROACHES AND STRATEGIES:

Students will work on individual assignments and experiments under the guidance of the instructor. The instructor will provide group instruction and demonstration as required.

ASSESSMENT AND EVALUATION APPROACHES:

The final grade will be based on the following:

- Assigned practical projects worth 50%
- Theory test worth 50%

POLICIES:

Students are expected to be in class and on time every day. Attendance will be monitored on a regular basis by staff as indicated in College policies.

No food or drinks are allowed in class.

The use of calculators with text memory is not permitted.

Students may not use cellular telephones, pagers or other electronic devices in a manner which may interfere with classes or private study. Use of electronic devices during classes or private study does not apply to those individuals who require this equipment for medical reasons.

The office phone is not for student use unless deemed necessary by the instructor.

LEARNING RESOURCES:

McGreer, Marilyn A., & Carter, Pamela J. *Lippincott's Textbook for Personal Support Workers: A Humanistic Approach to Caregiving.* Lippincott Williams & Wilkins: Philadelphia, 2010.

McGreer, Marilyn A., & Carter, Pamela J. *Workbook to Accompany Lippincott's Textbook for Personal Support Workers.* Lippincott Williams & Wilkins: Philadelphia, 2010.

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COURSE OUTLINE

2012 – 201
PROGRAM NAME: Integrated Support Worker
COURSE NAME: **Structure and Function of the Human Body** I

8133 - 40S - 1 Credit
ISW-
PREREQUISITES: None
INSTRUCTORS: tbd
CLASSROOM LOCATION: Rooms Pembina Campus
LAST REVISED: August, 2012

COURSE DESCRIPTION: This course examines human anatomy, or what body parts look like, where they are located, how big they are, and how they connect to other body parts. It also looks at physiology, which examines how each of the body parts work. The course examines how changes in a person's normal anatomy and physiology can lead to disease or disabilities. In addition, the course examines the important role the health care team plays in helping people to achieve their best possible level of functioning. *Structure and Function of the Human Body I* specifically looks at basic body structure and function, the Integumentary System, The Musculoskeletal system, the Respiratory system, the Cardiovascular system and the Nervous system.

GENERAL OUTCOMES: The student will be able to describe basic human anatomy and physiology and how changes to normal functioning can lead to disease or disabilities. Students will also examine their role as a health care provider in treating and supporting those living with disease or disability.

SPECIFIC OUTCOMES:

Students will be able to:

Basic Body Structure and Function:

1. Define the terms *anatomy* and *physiology.*
2. List and describe the basic levels of organization of the body.
3. Define the term *homeostasis* and give examples of how the body maintains the balance necessary for life.
4. Discuss how the body's inability to maintain homeostasis affects a person's health.
5. Describe the categories of disease and list some factors that may put a person at risk for developing a certain disease.
6. Explain the goal of rehabilitation.
7. Describe how the concept of humanistic care applies to rehabilitation.
8. Understand the Integrated Support Worker's responsibilities related to providing restorative care.

The Integumentary System

1. List the layers of the skin.
2. Describe the accessory structures of the skin.
3. Discuss the major functions of the integumentary system.
4. Describe how normal aging processes affect the integumentary system.
5. Explain how pressure ulcers are formed and what conditions may increase a patient's or resident's risk of developing a pressure ulcer.
6. Describe how the Integrated Support Worker helps to prevent residents and patients from developing pressure ulcers.
7. Describe the different types of wounds that a patient or resident might have.
8. Discuss the Integrated Support Worker's duties regarding wound care.
9. Define terms used to describe skin lesions.

The Musculoskeletal System

1. List the major parts of the musculoskeletal system.
2. List and describe the four types of bones found in the skeletal system.
3. Define terms used to describe joint movement.
4. List and describe the three types of muscles found in the muscular system.
5. Discuss the main functions of the musculoskeletal system.
6. Describe how normal aging processes affect the musculoskeletal system.
7. Describe some of the disorders that can affect the musculoskeletal system.
8. Define normal range of motion and describe methods used to maintain joint function in the health care setting.
9. Demonstrate how to help a person to perform range-of-motion exercises.
10. Discuss the use of heat and cold applications to promote a person's comfort.
11. Demonstrate how to safely use heat and cold applications in the health care setting.
12. Discuss rehabilitation measures that are commonly used in the health care setting that are specific to the musculoskeletal system.

The Respiratory System

1. List and describe the main parts of the respiratory system.
2. Discuss the main functions of the respiratory system.
3. Describe how normal aging processes affect the respiratory system.
4. Describe some of the disorders that can affect the respiratory system.
5. Describe how oxygen therapy is used to assist a person with respiration.
6. Describe the guidelines that a Integrated Support Worker should follow when caring for patients or residents who are receiving oxygen therapy.
7. Discuss other methods used to help a person who is having trouble with respiration.

The Cardiovascular System

1. List and describe the major parts of the cardiovascular system.
2. Discuss the major functions of the cardiovascular system.
3. Describe how aging affects the cardiovascular system.
4. Explain how exercise and a healthy lifestyle can lessen the effects of aging on the cardiovascular system.
5. Discuss various disorders that affect the cardiovascular system.
6. List diagnostic tests that are often used to diagnose disorders of the cardiovascular system.
7. Describe rehabilitation that may be necessary for a person who has a cardiovascular disorder.

The Nervous System

1. List and describe the structures that make up the two main divisions of the nervous system.
2. Discuss the main functions of the nervous system.
3. Describe how aging affects the nervous system.
4. Discuss various disorders that affect the nervous system.
5. List common diagnostic procedures that are used to help detect nervous system disorders.
6. Describe rehabilitation measures that a person with a nervous system disorder may need.

INSTRUCTIONAL APPROACHES AND STRATEGIES:

Students will work on individual assignments and experiments under the guidance of the instructor. The instructor will provide group instruction and demonstration as required.

ASSESSMENT AND EVALUATION APPROACHES:

The final grade will be based on the following:

- Assigned practical projects worth 50%
- Theory test worth 50%

POLICIES:

Students are expected to be in class and on time every day. Attendance will be monitored on a regular basis by staff as indicated in College policies.
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The use of calculators with text memory is not permitted.

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LEARNING RESOURCES:

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COURSE OUTLINE

2012 – 201
PROGRAM NAME: Integrated Support Worker
COURSE NAME: **Structure and Function of the Human Body** II

8133 - 40S - 1 Credit
ISW-
PREREQUISITES: None
INSTRUCTORS: tbd
CLASSROOM LOCATION: Rooms Pembina Campus
LAST REVISED: August, 2012

COURSE DESCRIPTION: This course examines human anatomy, or what body parts look like, where they are located, how big they are, and how they connect to other body parts. It also looks at physiology, which examines how each of the body parts work. The course examines how changes in a person's normal anatomy and physiology can lead to disease or disabilities. In addition, the course examines the important role the health care team plays in helping people to achieve their best possible level of functioning. *Structure and Function of the Human Body I* specifically looks at the Sensory system, the Endocrine system, the Digestive system, the Urinary system and the Reproductive system.

GENERAL OUTCOMES: The student will be able to describe basic human anatomy and physiology and how changes to normal functioning can lead to disease or disabilities. Students will also examine their role as a health care provider in treating and supporting those living with disease or disability.

SPECIFIC OUTCOMES:
Students will be able to:

The Sensory System

1. Describe the main function of the sensory system.
2. List and define the two main divisions of the sensory system.
3. Understand the different types of pain that a patient or resident may experience.
4. Describe methods used to help control pain.
5. Describe how we experience taste and smell.
6. Discuss how aging affects a person's senses of taste and smell.
7. Describe how we experience sight.
8. Discuss the effects of aging on the eye.
9. List and describe disorders that can affect the eye.
10. Describe how to care for eyeglasses, contact lenses, and prosthetic (artificial) eyes.
11. Describe special considerations that are taken when caring for a blind person.
12. Describe how we experience sound.
13. Discuss the effects of aging on the ear.

14. List and describe disorders that can affect the ear.
15. Describe techniques for communicating with a hearing-impaired person.
16. Demonstrate proper technique for inserting and removing an in-the-ear hearing aid.

The Endocrine System

1. State the main function of the endocrine system.
2. List the glands that make up the endocrine system.
3. Describe the feedback mechanism that controls the endocrine system.
4. List the hormones produced by the different glands of the endocrine system.
5. Explain how the aging process affects the endocrine system.
6. Discuss various disorders that affect the endocrine system.
7. Discuss the special care needs of people who have endocrine system disorders.

The Digestive System

1. List the organs that are part of the digestive system.
2. Describe the function of the organs of the digestive system.
3. Discuss the effects of aging on the digestive system.
4. Discuss common digestive disorders and their symptoms.
5. Describe some of the tools used to diagnose digestive disorders.
6. Demonstrate how to provide routine stoma care.

The Urinary System

1. List the organs that make up the urinary system.
2. Describe the primary function of each organ of the urinary system.
3. Discuss the effects of aging on the urinary system.
4. Describe various disorders that can affect the urinary system.
5. Discuss the special care needs of people who have urinary system disorders.
6. List common diagnostic procedures that may be used to detect and diagnose urinary system disorders.

The Reproductive System

1. Describe the main function of the reproductive system.
2. List the organs that make up the female reproductive system.
3. Discuss the normal function of the female reproductive system.
4. Explain the effects of aging on the female reproductive system.
5. Describe the disorders that may affect the female reproductive system.
6. List diagnostic tests commonly used to detect disorders of the female reproductive system.
7. List the organs that make up the male reproductive system.
8. Discuss the normal function of the male reproductive system.
9. Explain the effects of aging on the male reproductive system.
10. Describe the disorders that may affect the male reproductive system.
11. List diagnostic tests commonly used to detect disorders of the male reproductive system.
12. Discuss STIs that may affect the male or female reproductive systems.
13. Discuss ways to prevent STIs.

INSTRUCTIONAL APPROACHES AND STRATEGIES:

Students will work on individual assignments and experiments under the guidance of the instructor. The instructor will provide group instruction and demonstration as required.

ASSESSMENT AND EVALUATION APPROACHES:

The final grade will be based on the following:

- Assigned practical projects worth 50%
- Theory test worth 50%

POLICIES:

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LEARNING RESOURCES:

McGreer, Marilyn A., & Carter, Pamela J. *Lippincott's Textbook for Personal Support Workers: A Humanistic Approach to Caregiving.* Lippincott Williams & Wilkins: Philadelphia, 2010.

McGreer, Marilyn A., & Carter, Pamela J. *Workbook to Accompany Lippincott's Textbook for Persoanl Support Workers.* Lippincott Williams & Wilkins: Philadelphia, 2010.

Audiovisual

WINNIPEG TECHNICAL COLLEGE
130 Henlow Bay, Winnipeg, Manitoba, R3Y 1G4 ■ (204) 989-6500 ■ www.wtc.mb.ca

COURSE OUTLINE

2012 – 201
PROGRAM NAME: Integrated Support Worker
COURSE NAME: **Basic Patient and Resident Care**

8133 - 40S - 1 Credit
ISW-
PREREQUISITES: None
INSTRUCTORS: tbd
CLASSROOM LOCATION: Rooms Pembina Campus
LAST REVISED: August, 2012

COURSE DESCRIPTION: This course explores the skills and responsibilities that form the basis for the daily care that *Integrated Support Workers* provide for patients and residents. Specifically, the course examines: patient and resident environments; admissions transfers and discharges; Bed-making; Vital signs, Height, and weight; cleanliness and hygiene; grooming; basic nutrition and assisting with urinary and bowel elimination.

GENERAL OUTCOMES: The student will be able to describe the skills and responsibilities that form the basis for the daily care that *Integrated Support Workers* provide for patients and residents.

SPECIFIC OUTCOMES:

Students will be able to:

The Patient or Resident Environment

1. Describe the types of rooms that are commonly found in different health care settings.
2. List the provincial/territorial regulations relating to the physical environment in long-term care facilities.
3. Explain your role in helping to keep the patient's or resident's environment clean and comfortable.
4. Describe the standard equipment and furniture found in a person's room in a health care facility.
5. Discuss the importance of allowing a person to have and display personal items.

Admissions, Transfers, and Discharges

1. Explain why admission to a health care facility may be emotionally difficult for a person and his or her family members.
2. Discuss how the Integrated Support Worker can help to make a person's admission into a health care facility a more pleasant experience.
3. List the Integrated Support Worker's responsibilities during the admission process.
4. Describe some of the reasons a person in a health care facility might need to be moved to another room, or to another facility.

5. List the Integrated Support Worker's responsibilities when assisting with the transfer of a patient or resident.
6. Discuss the purpose of discharge planning.
7. List the Integrated Support Worker's responsibilities during the discharge process.

Bedmaking

1. Describe ways that a properly made bed can increase a person's comfort and well-being.
2. List the different types of linens and their uses.
3. Demonstrate the proper way to handle and care for linens.
4. Explain the infection control measures that are used during bedmaking.
5. Demonstrate techniques of proper bedmaking, including making a closed bed, opening a bed, preparing a surgical bed, and making an occupied bed.

Vital Signs, Height, and Weight

1. Define the term *vital signs* and discuss how the vital signs reflect changes in a person's medical condition.
2. Understand the importance of accurately measuring and recording vital signs, and of reporting any changes to the nurse.
3. Describe the factors affecting a person's body temperature.
4. Discuss various terms used to describe an abnormal body temperature.
5. List common sites used for measuring a person's body temperature, and the advantages and disadvantages associated with each site.
6. Demonstrate the proper use of a glass thermometer, an electronic or digital thermometer, and a tympanic thermometer.
7. Define the term *pulse* and describe factors that may affect a person's pulse.
8. Describe the different qualities of the pulse that a Integrated Support Worker should be aware of when taking a person's pulse.
9. List common sites used for taking a person's pulse.
10. Diagram the parts of the stethoscope and explain how this tool is used.
11. Demonstrate the proper way to measure and record a radial pulse and an apical pulse.
12. Describe the factors that may affect a person's respirations.
13. Explain the terms used to describe a person's respirations.
14. Demonstrate the proper way to measure and record a person's respirations.
15. Define the term *blood pressure* and describe factors that may affect a person's blood pressure.
16. Discuss various terms used to describe an abnormal blood pressure.
17. Discuss the various methods used to measure a person's blood pressure.
18. Explain how a sphygmomanometer works, and demonstrate how to use this tool to measure a person's blood pressure.
19. List and describe the Korotkoff sounds, which are heard while taking a person's blood pressure.
20. Discuss factors that can lead to a change in a person's weight.
21. Demonstrate the proper way to measure a person's height and weight using an upright scale.
22. Demonstrate the proper way to measure a person's weight using a chair scale.
23. Demonstrate the proper way to measure a person's height when the person is in bed.

Cleanliness and Hygiene

1. Describe the practices that make up personal hygiene.
2. Understand the importance of good hygiene in relation to a person's physical and emotional well-being.
3. Discuss how personal and cultural preferences influence a person's hygiene practices.

4. Describe practices that are considered to be a part of oral care.
5. Explain situations that may require a person to need more frequent oral care.
6. Discuss actions that promote the safe handling of a person's dentures.
7. Demonstrate proper technique for providing oral care for a person with natural teeth, for a person with dentures, and for an unconscious person.
8. Explain why perineal care is an essential aspect of daily hygiene.
9. Discuss sensitivity issues that a Integrated Support Worker should be aware of when assisting with perineal care.
10. Demonstrate proper technique for providing perineal care for males and for females.
11. Explain how bathing and skin care benefit a person's health.
12. List the methods of bathing a Integrated Support Worker may be asked to assist with.
13. Describe observations that a Integrated Support Worker should make while assisting a person with bathing and skin care.
14. Explain the benefits of massage.
15. Demonstrate proper technique for bathing a person (in bed or in a shower or bathtub), and giving a back massage.

Grooming

1. Describe factors that influence a person's grooming habits.
2. Explain the effect that illness or disability may have on a person's grooming habits.
3. Understand the importance of proper hand and foot care.
4. List changes that occur in a person's feet as a result of aging or illness.
5. Demonstrate proper technique for assisting with hand and foot care.
6. Discuss the various dressing needs that a patient or resident may have.
7. Demonstrate proper technique for helping a person to dress and undress.
8. Discuss disorders a Integrated Support Worker may observe when assisting with hair care.
9. Describe the different methods used to assist a person with shampooing his or her hair.
10. Describe methods used to style a person's hair.
11. Demonstrate proper technique for shampooing a bedridden person's hair and combing a person's hair.
12. Describe the tools and supplies used for shaving.
13. Demonstrate how to safely shave a man's face.
14. Explain how the use of makeup can affect a person's sense of well-being.

Basic Nutrition

1. Define the term *nutrition* and explain why our bodies need adequate nutrition.
2. List the general types of nutrients and describe how the body uses them.
3. Discuss how Canada's Food Guide can be used to help plan and provide better nutrition for a person.
4. Explain factors that influence a person's food preferences.
5. List and describe common special diets.
6. Discuss the importance of making meals attractive and the dining experience pleasant.
7. Explain the steps that are taken to help prepare a person for meal time.
8. Describe ways that a Integrated Support Worker may need to help a person during meal time.
9. Demonstrate proper technique for feeding a person who cannot feed herself.
10. Describe how the amount of solid food eaten is recorded.
11. Discuss other ways of providing nutrition for people who are unable to take food by mouth.
12. Explain the fluid needs of the body and factors that affect the body's fluid balance.
13. Demonstrate methods used to measure and record fluid intake and output.

Assisting With Urinary and Bowel Elimination

1. Describe two methods the body uses to eliminate waste products.
2. Discuss attitudes that people may have regarding the processes of urinary or bowel elimination.
3. Discuss actions the Integrated Support Worker can take to promote normal urinary and bowel elimination, and explain why normal urinary and bowel elimination is essential to health.
4. List normal characteristics of urine and describe observations that a Integrated Support Worker may make when assisting a person with urinary elimination that should be reported to the nurse.
5. Demonstrate methods used to measure and record urinary output.
6. Describe the use of urinary catheters and demonstrate how to provide routine catheter care.
7. Describe five types of urinary incontinence and methods the Integrated Support Worker uses to assist people who are incontinent of urine.
8. Understand the underlying principles of bladder training.
9. Discuss the process of bowel elimination and characteristics of normal stool.
10. Define problems with bowel elimination that are often seen in the health care setting.
11. List the types of enemas and discuss reasons why a person may require an enema.
12. Demonstrate proper technique for assisting with urinary and bowel elimination, obtaining urine and stool samples, providing catheter care, and administering enemas.

INSTRUCTIONAL APPROACHES AND STRATEGIES:

Students will work on individual assignments and experiments under the guidance of the instructor. The instructor will provide group instruction and demonstration as required.

ASSESSMENT AND EVALUATION APPROACHES:

The final grade will be based on the following:

- Assigned practical projects worth 50%
- Theory test worth 50%

POLICIES:

Students are expected to be in class and on time every day. Attendance will be monitored on a regular basis by staff as indicated in College policies.

No food or drinks are allowed in class.

The use of calculators with text memory is not permitted.

Students may not use cellular telephones, pagers or other electronic devices in a manner which may interfere with classes or private study. Use of electronic devices during classes or private study does not apply to those individuals who require this equipment for medical reasons.

The office phone is not for student use unless deemed necessary by the instructor.

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Audiovisual

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COURSE OUTLINE

2012 – 201
PROGRAM NAME: Integrated Support Worker
COURSE NAME: **Acute and Home Health Care Settings**

8133 - 40S - 1 Credit
ISW-
PREREQUISITES: None
INSTRUCTORS: tbd
CLASSROOM LOCATION: Rooms Pembina Campus
LAST REVISED: August, 2011

COURSE DESCRIPTION: This course examines the different health care settings that a *Integrated Support Worker* may work in. Acute care looks at the specific environment and needs of patients undergoing surgery. The course also examines the needs of Mothers leading up to birth and how to care for the Mother and infant after delivery. Care of pediatric patients in different care settings will also be examined. The course will also examine what is unique about providing care to a person in his or her own home. Finally, the course examines safety and infection control in various Home Health Care settings.

GENERAL OUTCOMES: The student will be able to describe the specific issues and needs in various health care settings that a *Integrated Support Worker* may work in.

SPECIFIC OUTCOMES:
Students will be able to:

Caring for Surgical Patients

1. Discuss the various reasons surgery is done.
2. Define the term *anaesthesia* and describe the three main types of anaesthesia.
3. Describe changes in the health care field that affect the care of the surgical patient.
4. Understand the fears and concerns that a person who is about to have surgery may have, and describe actions the Integrated Support Worker can take to help relieve some of these worries.
5. Describe what needs to be done to physically prepare a person for surgery, and explain the Integrated Support Worker's role in these preparations.
6. Describe potential complications of surgery, and the measures taken to prevent them.
7. Discuss observations that are important to report to the nurse when caring for a patient who is recovering from surgery.
8. Demonstrate the proper way to apply anti-embolism (TED) stockings.

Caring for Mothers and Newborns

1. Describe physical changes that occur in the female reproductive system during pregnancy.
2. List reasons that an expectant mother may need home care or hospitalization during her pregnancy.

3. Describe the two ways of delivering a baby.
4. Describe the Integrated Support Worker's responsibilities when caring for a new mother.
5. List observations you might make while caring for a new mother that should be reported to the nurse immediately.
6. Discuss important security and safety issues related to caring for a newborn.
7. Explain how to care for the umbilical cord stump.
8. Explain how to care for a baby boy who has been circumcised.
9. Explain how to bottle-feed a baby.
10. Explain how to bathe a baby.

Caring for Pediatric Patients

1. Discuss the specific physical needs that children in health care settings have, according to their ages and abilities.
2. Understand how the stages of development affect the emotional needs of children in health care settings.
3. Describe measures that the Integrated Support Worker can use to assist a child in a health care setting.
4. List safety considerations that are specific for a child's age and developmental level.
5. Discuss signs of child abuse and the Integrated Support Worker's role in reporting suspected abuse.

Introduction to Home Health Care

1. Describe why a person might need home health care.
2. Discuss how home health care is paid for.
3. Describe how the home health care team works together to provide client care.
4. Describe the major duties of a home support worker.
5. List personal qualities that a home support worker must have to be successful.

Safety and Infection Control in the Home Health Care Setting

1. List safety concerns that are unique to the home health care environment.
2. Understand ways that home support workers can spread infection.
3. Identify ways to reduce the spread of infection within the home.
4. Identify ways to properly prepare and store food.
5. Describe measures that the home support worker can take to protect herself from personal harm while carrying out her duties.

INSTRUCTIONAL APPROACHES AND STRATEGIES:

Students will work on individual assignments and experiments under the guidance of the instructor. The instructor will provide group instruction and demonstration as required.

ASSESSMENT AND EVALUATION APPROACHES:

The final grade will be based on the following:

- Assigned practical projects worth 50%
- Theory test worth 50%

POLICIES:

Students are expected to be in class and on time every day. Attendance will be monitored on a regular basis by staff as indicated in College policies.
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Audiovisual

Appendix 2: Letters of Support Requested

October 9, 2012

Dr. Kathleen Matheos
Associate Dean, Extended Education,
University of Manitoba
169 Extended Education Complex
Winnipeg, MB R3T 2N2

WINNIPEG TECHNICAL COLLEGE

Fultz Campus
(Administration Office)
7 Fultz Boulevard
Winnipeg, Manitoba
R3Y 1G4

Henlow Campus
130 Henlow Bay
Winnipeg, Manitoba
R3Y 1G4

Pembina Campus
1551 Pembina Highway
Winnipeg, Manitoba
R3T 2E5

tel: 204.989.6500
fax: 204.488.4152

www.wtc.mb.ca

RE: Letter of Support for Integrated Support Worker Program - Joint University of Manitoba/Winnipeg Technical College Certificate Program

Dear Dr. Matheos:

The University of Manitoba and Winnipeg Technical College recently signed a Memorandum of Understanding with the intent of developing educational pathways for learners involving certificate, diplomas and degrees. The proposed Integrated Support Worker (ISW) Program is the first joint program developed between the institutions; involving the Faculties of Nursing and Social Work at U of M and Health Services at Winnipeg Technical College.

Health Care Services is one of the fastest growing segments of Manitoba's economy. Integrated Support Workers are a critical component of an integrated health care system. As the Manitoba population ages, the demand for these workers is increasing, especially related to the need for direct physical care combined with mental health services and counseling for individuals living in the community, as well as for those living in institutional facilities. Students in this program will learn the basic knowledge and skills related to the body and mind and how to assist and support clients when functions are impaired. In the proposed program model, Winnipeg Technical College will deliver 50% of the curriculum including courses in Intro. to Health Care, Structure and Function of Human Body, Basic Patient and Resident Care, and Acute & Home Health Care Settings. WTC and the Univ. of Manitoba together will offer a work practicum to students in Applied Health Care. In the recent past, Winnipeg Technical College delivered a Health Care Aide Program. The graduates of this program were recognized for employment in institutional facilities (acute care/long term care) and home care settings under the WRHA program and other RHA programs. WTC is experienced in the delivery of this training and has adequate resources to support the delivery of the proposed WTC core courses. The College currently has

students in Pharmacy Technician, Medical Administrative Assistant and Rehabilitation Assistant who are placed in work practicums in a variety of health care settings across the province, and therefore WTC has experience in working with many health care providers and facilities.

The College is well known for flexible delivery methods (teaching and evaluation), a well established RPL process, and blended learning models and strongly supports the proposed delivery model for the ISW program. WTC is experienced in working in joint ventures with other Manitoba post-secondary institutions. The College also has a growing program in International student education.

Winnipeg Technical College has the physical and human resources as well as the required student and administrative support services to deliver the Integrated Support Worker Program in partnership with the University of Manitoba. The College also has a very active student recruitment and marketing department. We look forward to launching this first joint University/College program in the very near future.

Sincerely,

Dr. Ellen Brownstone,
Vice-President, International & Institutional Relations

Winnipeg Technical College
130 Henlow Bay
Winnipeg, MB R3Y 1G4
ph: (204) 989-6536 (direct)
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WINNIPEG TECHNICAL COLLEGE

Fultz Campus
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tel: 204.989.6500
fax: 204.488.4152

www.wtc.mb.ca

Manitoba
Family Services and Labour
Manitoba Developmental Centre
Box 1190, 840 Third Street N.E.
Portage la Prairie, Manitoba R1N 3C6
T 204-856-4237 F 204-856-4258
Cynthia.Winram@gov.mb.ca

December 5, 2012

To Whom It May Concern:

This is a letter of support for the development and implementation of the Certificate in Integrated Support Worker Program.

The Manitoba Developmental Centre (MDC) is a residential facility providing services to over 230 individuals with developmental disabilities and over 120 participants in an outreach program. In my capacity as Chief Executive Officer of the MDC, I have had the opportunity to observe and work in this human services sector. A Certificate such as the one proposed is valuable in enabling front line workers to enhance their skills and knowledge and new entrants in the field to acquire the needed knowledge, skills and abilities to pursue a career in this sector. The interdisciplinary nature of the program, the proposed delivery formats and the proposed curriculum will be attractive to individuals just entering the field or those who have worked in the field for some time, but want to seek a credential that affords them more career advancement opportunities.

Once again, I am pleased to add my support to this very valuable program. It will meet the increasing needs of those working in this field.

Sincerely,

Cynthia Winram
Chief Executive Officer

November 13, 2012

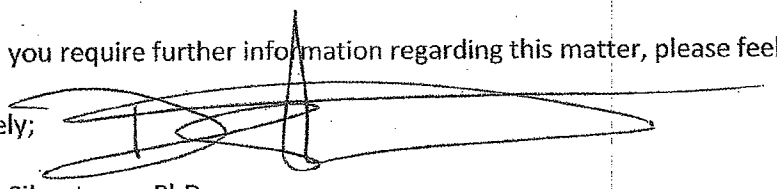
To: Extended Education Program Review Committee

Re: Letter of Support for the proposed Integrated Support Worker Certificate Program

Continuing Education endorses the development of this certificate and looks forward to working closely with our partners in delivering this program.

Should you require further information regarding this matter, please feel free to contact me.

Sincerely;



Dennis Silvestrone, PhD
Area Director, Continuing Education

Appendix 3: Advisory Committee Members (to be confirmed)

Appendix 4: Terms of Reference
Integrated Support Worker Certificate Program

JOINT ADVISORY COMMITTEE,

UNIVERSITY OF MANITOBA CONTINUING EDUCATION (UMCE)

AND WINNIPEG TECHNICAL COLLEGE (WTC)

1. Status

The Advisory Committee to the Program is established by and reports to Continuing Education (CE), The University of Manitoba and offered in partnership with Winnipeg Technical College (WTC).

2. Purpose

To establish and maintain a collaborative partnership between the academia (administration, faculty and students) and the community at large (business, industry, government agencies, community groups and other educational institutions) for the purpose of ensuring the relevancy and excellence of the ISW Certificate Program.

3. Composition

3.1 In addition to representatives from CE (Program Director) and WTC (Program Manager), the Committee shall consist of representatives from: health occupations, education, private social service, government counselling agencies and workplaces. Other representatives may be added or deleted from time to time. The committee will strive to be representative of Manitoba's culturally diverse population.
3.2 Wherever possible, members from industry will be employers or prospective employers of program graduates.
3.3 One student/graduate representative.
3.4 The Area Director is an ex-officio member of the committee.

4. Terms of Office

4.1 Committee members are appointed by the Committee for a period of three years or until such time as the program is to be reviewed and will be followed by an appointment review.
4.2 Vacancies due to resignations will be filled by appointment by the Committee.

5. Meetings

5.1 The Committee will meet a minimum of twice annually or at the call of the chair or at the request of other Committee members.
5.2 Program Director, CE, will chair the meetings and provide minutes and an agenda to Committee members.
5.3 If a committee member cannot attend, that member shall appoint an alternate.
5.4 Attendance by 50% of the Committee members shall represent quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.
5.5 The chair shall give at least two weeks' notice of a meeting.

6. Functions of the Committee

6.1 To report and make recommendations regarding the design, delivery, course content and resources to ensure that the program remains relevant, effective and efficient;

6.2 To make recommendations on curricula, admissions criteria, training needs, and mode of delivery;
6.3 To assist in the evaluation and review of the program;
6.4 To assist in program promotions and the general communication of information regarding program activities within the profession, industry and community;
6.5 To assist in the development of employment and career opportunities for program graduates;
6.6 To assist in predicting enrolment figures and determining the nature and extent of the need for program graduates;
6.7 To promote and help establish industry-based co-operative education and work practicum placements where appropriate and feasible;
6.8 To assist in acquiring accreditation for the program where applicable;
6.9 To assist in identifying program strengths and weaknesses;
6.10 To recommend activities which may be undertaken, beyond the scope of the program, to meet the training and education needs of the community.

Appendix 5: Letter of Intent
Certificate in Integrated Support Worker Program (ISW)

1. Working title of the proposed program and name of Program Developer and Area.

   University of Manitoba (UM) Extended Education (EE), Continuing Education (CE) and Winnipeg Technical College (WTC) are proposing to develop a joint certificate program entitled *Integrated Support Worker* (ISW). The Program Developer is Dr. Atlanta Sloane-Seale, Area Director and Program Director, Continuing Education.

2. Proposed credential type and rationale for that type. (See Appendix C)

   The credential type is a certificate because the program will consist of a minimum of 180 instructional contact hours which meet the criteria for a certificate.

3. Brief description of the proposed program, including explanation of the origin of the proposed program, its broad objectives, and intended audience.

   WTC and CE are considering the development of a joint certificate program. Our preliminary needs assessments indicate that there is a need for training that would provide consistent standards for employees working with individuals who need support to meet their basic needs. There is an increasing demand for front-line support workers who have a solid understanding of both physical and cognitive challenges faced by many in our communities. The need for support is especially great for those who fall under the protection of the Manitoba *Vulnerable Persons Act*, especially given our aging population (e.g., persons living with Alzheimer).

   The ISW program will prepare students for a rewarding and challenging career, assisting people to accomplish tasks of everyday living. Personal Support Workers are part of an integrated health care team. They assist community members, and their support network, to meet their basic needs which may include home management, personal care, family responsibilities, work management, and social and recreational activities. The proposed joint program may consist of approximately 11, 36 hour courses (396 instructional contact hours) of which 50% will be offered by WTC. The program will be offered in a flexible format to support employees currently in the field. There will also be a rigorous Recognition of Prior Learning (RPL) process that will allow those who have relevant learning to receive credit for what they know and can do. Stakeholders have indicated that this is very much needed as workers transition from providing institutional support to providing support for those living in communities. WTC will offer approximately 50% of the physical health related courses and CE will offer the courses related to mental health and counselling.

   For example, the area of study that WTC will offer will include:
   - Personal Care Skills and Needs
   - Human Relations
   - Anatomy and Physiology
   - Procedures and treatments and
   - Nutrition and Hygiene

   The areas that CE will address will be:
   - Heath and Lifespan Development
   - Gerontology
   - Mental Health and Cognition
   - Abuse and
   - Palliative Care

In addition, WTC and UM will offer:

- Introduction to Applied Health Care (COOP)

Students will learn the basic knowledge and skills related to the body and mind and how to assist when functions are impaired. Personal Support Worker students will have an opportunity to practise skills in two, one-month work practicum placements.

The objectives of the program are to:

1. Describe community members/clients' mental and physical issues and concerns;
2. Assess the personal supports that community members/clients require;
3. Identify the supports and resources in the community to meet the mental and physical needs for community members/clients in their daily living activities and recovery;
4. Solve problem with the community members/clients and health care team regarding their mental and physical needs;
5. Set priorities, communicate, and work effectively with community members/clients and health care team;
6. Detail and outline the elements of the body, human growth and development issues across the life span;
7. Identify the appropriate procedures and treatment community members/clients require;
8. Identify healthy nutrition and hygiene plans with community members/clients; and
9. Outline the palliative care needs of community members/clients.

The intended target audience is:

- Those who are transitioning from providing care in institutions to providing support in the community
- Those who currently have a recognized *Health Care Aide Certificate* and who need to increase their knowledge and skills related to mental and cognitive functioning and how to support our community members living with related issues
- Those who currently have training related to mental and cognitive functioning but need to gain more knowledge about physical disabilities and how to support our community members living with related issues, and
- Those who wish to enter the personal support work field for the first time.

4. Academic units within the University or external agencies that may be involved, and their reasons for participating.

University of Manitoba (UM) Extended Education (EE), Continuing Education (CE) and Winnipeg Technical College (WTC) are partnering in the development and delivery of this program. The proposed program will provide the knowledge, skills, and abilities and certificate credential for students, including those at WTC who have taken the Health Care Aide program. WTC will be offering 50% of the content and have a track record with working with employers in this sector that will provide coop placement opportunities to the students during the delivery of the program. CE has theoretical curriculum in areas that WTC does not. Both partners will contribute areas in which each has expertise and strengths. A University of Manitoba Certificate which may ladder into the BAIS will be also a valuable asset for those who complete the program and may provide laddering opportunities from paraprofessional (Health Care Attendants, Health Care Aides, Community Support Worker, Integrated Support Worker, Proctor 3 or AL, 3 Designation) to professional roles.

5. Description of the method that will be used to assess educational needs and market demand (e.g., survey, Dacum, report) including the method for ensuring the findings are credible. (i.e., triangulation).

   Initial discussions with stakeholders have led to the identification of the need. Focus groups and a DACUM (occupational analysis) process will be conducted to determine the need and demand as well as the outcomes stakeholders identify as needed for the program. These data will provide the basis for going forward with the development.

6. Relevance of the proposed program to the Division's mission and strategic priorities.

   This initiative will address Strategic Priority # 2: Innovative Programming and Delivery by increasing the number of flexible delivery options available to students by offering face-to-face and on-line format. The program is aimed at an underrepresented target group; one that CE has not traditionally captured. And it will improve the bridging and laddering of credentials from WTC to CE into degree programs at the University of Manitoba.

7. The development timetable and proposed implementation date.

   The proposed implementation date is fall 2012. The proposal for ISW program is being explored, and the Division makes no commitment to internal or external partners beyond its commitment to explore the development of the program.

Appendix 6: DACUM

INTEGRATED SUPPORT WORKER
Program Outcomes
A joint, dual certificate[1] from University of Manitoba and Winnipeg Technical College
Revised Draft May 23, 2012

Integrated Support Workers will have a high level of knowledge of mental health and personal care skills. The *Integrated Support Worker* supports and assists client activities of daily living.

1. PERSONAL SAFETY
The learner will be able to describe and practice personal safety issues.

A. Identify procedures for infection control.
B. Outline procedures for the safe handling of blood and body fluids.
C. Describe post-exposure protocol.
D. Describe potential hazards and precautions to take when working alone (e.g. environmental scan, developing a personal safety plan, placement in meetings).
E. Describe what different WHIMS indicators mean and where to find the WHIMS information.
F. Demonstrate proper body mechanics.
G. Outline procedures for complying with legislated safety requirements.
H. Describe fire safety procedures.
I. Describe harassment issues.

2. CLIENT, PATIENT AND RESIDENT SAFETY
The learner will be able to demonstrate basic client, patient resident safety practices.

A. Correctly position, lift and transfer clients, patients and residents.
B. Provide First Aid (Red Cross, C level, CPR).
C. Provide emergency care (within scope of work).

[1] Students completing all required courses in good standing will receive a *Health Care Aide* Certificate of Completion from Winnipeg Technical College certificate as well as the joint *Integrated Support Worker* certificate from Winnipeg Technical College and University of Manitoba. Doing the Health Care Aide certificate only is not permissible. Students must complete all course work to obtain either certificate.

3. THE HUMAN BODY
The learner will be able to describe the basic structure and function of human body systems.

A. Describe basic body structure and functioning.
B. Describe structure and function of the integumentary system.
C. Describe structure and function of the musculoskeletal system.
D. Describe structure and function of the respiratory system.
E. Describe structure and function of the cardiovascular system.
F. Describe structure and function of the nervous system.
G. Describe structure and function of the body's sensory system.
H. Describe structure and function of the endocrine system.
I. Describe structure and function of the digestive system.
J. Describe structure and function of the reproductive system.

4. COMMON PHYSICAL IMPAIRMENTS
The learner will be able to describe common physical impairments, their symptoms and treatment and the impact each may have on tasks of daily living.

A. Describe functional impairment.
B. List the six common types of functional impairments (mobility, fine motor skill, stamina, sensory, interest/motivation and cognition).
C. Describe the symptoms and treatment of arthritis and its impact on tasks of daily living.
D. Describe the symptoms and treatment of epilepsy and its impact on tasks of daily living.
E. Describe the symptoms and treatment of glaucoma and its impact on tasks of daily living.
F. Describe mobility issues and their impact on tasks of daily living.
G. Describe the symptoms and treatment of heart disease and its impact on tasks of daily living.
H. Describe the symptoms and treatment of hypertension and its impact on tasks of daily living.
I. Describe the symptoms and treatment of stroke and its impact on tasks of daily living.
J. Describe the symptoms and treatment of gout and its impact on tasks of daily living.
K. Describe the symptoms and treatment of lupus and its impact on tasks of daily living.
L. Describe the symptoms and treatment of multiple sclerosis and its impact on tasks of daily living.
M. Describe the symptoms and treatment of Parkinson's disease and its impact on tasks of daily living.
N. Describe the symptoms and treatment of diabetes and its impact on tasks of daily living.
O. Describe the symptoms and treatment of HIV/AIDES and its impact on tasks of daily living.
P. Describe the symptoms and treatment of Hepatitis C.
Q. Describe the symptoms and treatment of a fever.
R. Describe the symptoms and treatment of a urinary tract infection (UTI).

5. BASIC CLIENT, PATIENT AND RESIDENT AND ACUTE CARE
The learner will be able to use correct procedures to assist and support clients with basic care and tasks of daily living.

A. Describe the different environments clients may be living in (i.e. Hospitals, Long-term Care facilities, Assisted-living Facilities and Home Health Care).
B. Describe basic admission, transfer and discharge procedures.
C. Demonstrate correct bed making procedures.

D. Measure of height and weight of clients.
E. Take vital signs of clients.
F. Assist with client's cleanliness and hygiene.
G. Assist with client's basic grooming.
H. Assist in providing a nutritious diet for client.
I. Assist with urinary and bowel elimination.

6. COUNSELLING SKILLS
The learner will be able to effectively interact, build relationships and support clients in their tasks of daily living.

A. Describe a client-centred helping model.
B. Effectively relate and build positive, trusting relationships with others.
C. Establish a climate that promotes caring, cooperation, and open communication.
D. Build effective working relationships and networks with a variety of key stakeholders.
E. Create and maintain a collaborative, supportive relationship with colleagues.
F. Maintain and respect confidentiality in sharing information about clients.
G. Respect, be open to and support the thoughts, opinions and contributions of others.
H. Communicate in an assertive manner.
I. Describe the verbal and non-verbal cues of self and others and the impact they have on communication.
J. Use reflective listening skills to acknowledge feelings and clarify meaning (empathy).
K. Distinguish when it is appropriate to use probing questions, redirect, ask questions or to challenge a client.
L. Use language and communication style that is clear, concise and culturally relevant.
M. Document relevant observations in clear, objective language that all stakeholders can comprehend using accepted reporting formats.
N. Give and receive feedback in a constructive and considerate manner.
O. Demonstrate awareness of and sensitivity to issues of cultural diversity when interacting with clients and co-workers (cultural safety practices).
P. Explain and relate information to individuals in such a way that it may be understood clearly and quickly.
Q. Adapt their personal helping style in a clinically and ethically appropriate manner.
R. Identify quality of life indicators.
S. Describe the importance of casual conversations in terms of getting information from clients and providing them with information.
T. Foster the learning and development of others through coaching, mentoring and empowering so that people have a deep sense of commitment and ownership.
U. Describe the principles of healthy relationships (e.g., Lundy's).
V. Support client to set goals that are clear and measurable.
W. Describe the importance of closure.
X. Recognize the areas of risks (precipitory factors).
Y. Describe the importance of knowing when to back off and let the client stand on their own.

Z. Describe the 7 areas of functional capacity (Learning mobility, In-depth living, Economic self-suffering, Self-care, Self-discretion and Receptive & Expressive language).
   a. Identify when to ask for other supports (Identify limitations).
   b. Knowing who to refer and when to refer client to other service providers.
   c. Describe the importance of advocacy and the appropriate times to advocate for clients.
   d. Support client to find and use their voice (mentor).
   e. Demonstrate positive conflict resolution skills, cooperation and positive verbal communication with others (Mandt).
   f. Describe suicidal indicators, how to take appropriate action if they are present and how to support those affected by suicide (ASSIST program).
   g. Work effectively with vicarious trauma.
   h. The learner will be able to conduct activities in a professional and ethical manner.
   i. The learner will enhance their self-awareness of their values, strengths, limitations and need for self-care to more effectively with clients and their families.
   j. Identify the challenges in managing appropriate boundaries within helping relationships;
   k. Explore issues in professional boundaries that impact their work;
   l. Develop insights into their own helping behaviours (strengths and vulnerabilities); and
   m. Establish guidelines to handle difficult situations.

7. COGNITION AND COGNITIVE IMPAIRMENT
The learner will be able to describe and provide appropriate support for clients who have or are currently experiencing cognitive impairment.

A. Describe cognition and how it changes as we age.
B. Describe signs of cognitive impairment.
C. Outline common causes of cognitive impairment.
D. Identify common reversible and irreversible causes of cognitive impairment.
E. Describe dementia and dementia care (Alzheimer's Society).
F. Discuss the difference between frontotemporal dementia and Alzheimer Disease.
G. Describe how the symptoms of Alzheimer Disease differ when the person has the type associated with Down syndrome.
H. Describe fundamental principles of providing support to a client with a cognitive impairment.
I. Describe interpretive communication and list its principles.
J. Discuss common approaches to assisting a client to perform tasks.
K. Identify challenging behaviours and describe the problem-solving approach to addressing these behaviours.

8. MENTAL HEALTH AND ILLNESS
The learner will be able to describe and provide appropriate support for clients who have or are currently experiencing mental health issues.

A. Define mental health and mental health conditions.

B. Discuss the role of the Integrated Support Worker in assisting clients with mental health conditions.
C. Outline the following five major health conditions which may affect adults: depression, schizophrenia, bipolar disorder, and anxiety.
D. Discuss the signs, symptoms and common causes of depression.
E. Describe common signs and symptoms of bipolar disorder, schizophrenia and anxiety.
F. Describe the physical, cognitive and mental health indicators related to addiction.
G. Provide appropriate support for clients who have or are currently experiencing issues with addiction.
H. Describe ways in which the Integrated Support Worker can support the person with a mental health condition.
I. Describe a crisis plan and list the common components.
J. Identify resources available in the community that can be used to support optimal functioning of those with mental health issues.
K. Describe how to identify mental health issues and report them to the appropriate member of the health care team.
L. Outline the legal and ethical issues involved in care of individuals with alterations in mental health.
M. Identify common medications used to treat mental health issues.
N. Describe stigmatization of those with mental health issues and the impact it can
O. Identify biological, psychological, social models of causation and treatment.
P. Outline the basic tenants of the Mental Health Act.

9. HEALTH PROMOTION ACROSS THE LIFESPAN
The learner will be able to describe the impact of developmental stages and impairments on the tasks of daily living.

A. Outline basic development theories, concepts, methods, including conception, pre-natal to birth, infancy, early childhood, middle childhood, adolescence, early and middle adulthood, late adulthood, dying, death, and bereavement.
B. Describe growth and development concepts and principles within a life span framework.
C. Examine growth and development within the context of family, school, community, and work.
D. Describe the role of growth and development in family assessment.
E. Describe developmental milestones (Learning, Emotional, Physical and Social).
F. Describe pre-natal & post natal care of the new Mother
G. Identify common genetic disorders.
H. Recognize and interact appropriately with clients with FAS/D/E
I. Describe the effects of aging in terms of cognitive changes, brain health, risk factors and protective factors.
J. The learner will be able to describe common issues in infant and child care and how to support the children and families in their tasks of daily living.
K. The learner will be able to describe common issues and provide appropriate support for clients dealing with issues of palliative and end of life care.

10. WORKING WITH FAMILIES
The learner will be able to interact effectively and support families.

A. Describe a systemic view of how families function.
B. Establish a climate that promotes caring, cooperation, and open communication.
C. Describe various family structures.
D. Demonstrate respect for diversity in family values, configurations and composition.
E. Conduct family orientations to service provision.
F. Identify strategies for building rapport with families.
G. Communicate policy to family members.
H. Identify tools, techniques, and a model for working with families.
I. Describe conflict resolution procedures and strategies that would be used with families.
J. Describe the importance of maintaining objectivity when working with families.
K. Identify individual behavior within the context of the family.
L. Describe personal and family-of-origin issues that could be triggered by issues raised by families they are working with.
M. Describe and provide appropriate support for clients who have or are currently experiencing abuse.
N. Demonstrate a practical and theoretical understanding of family violence.

Appendix 7: Transfer Credit Arrangements

UNIVERSITY OF MANITOBA | Faculty of Nursing

Office of the Associate Dean
Undergraduate Programs
Helen Glass Centre for Nursing
Winnipeg, Manitoba
Canada R3T 2N2
Telephone 204-474-6375
Fax 204-474-7682

September 25, 2012

Dr. Atlanta Sloane-Seale
Director, Continuing Education
174Q Extended Ed Complex

Dear Dr. Sloane-Seale:

Re: Program Proposal: Integrated Support Worker (ISW) Certificate Program

This letter is in response to your request that the Faculty of Nursing assess whether two courses included in the Certificate Program would be eligible for credit transfer to the Four-Year Baccalaureate Nursing Program. The courses put forward for this assessment were:

1. Mental Health and Illness (see page 18 of document); and
2. Health Promotion across the lifespan (see page 19 of document).

These two courses were assessed by content experts in our Faculty; one with expertise in the content related to NURS 4430 (Health Promotion in the Community) and one with expertise in the content related to NURS 4260 (Nursing Care in Mental Health and Illness).

Both content experts have recommended that the courses included in the ISW program not be eligible for transfer credit to the Four-Year Baccalaureate Program. In making this recommendation, the reviewers found that the courses did not explore the concepts and content in sufficient depth to be equivalent to a fourth year nursing course.

During our telephone conversation earlier this summer, I had expressed concerns that the request for copies of syllabi for NURS 4430 and NURS 4260 did not come to the Associate Dean, Undergraduate Programs. In the future, we would respectfully request any discussions related to the use of or adaptation of courses offered by the Faculty of Nursing be initiated with the Associate Dean. We are certainly willing to collaborate and cooperate in any way possible with programs offered by the Faculty of Extended Education, but would prefer to do so during the development of these programs rather than after the fact.

Sincerely,

Marion McKay, RN, PhD
Associate Dean, Undergraduate Programs

Cc: Dr. Diana Clarke, Acting Dean, Faculty of Nursing
Dr. Lori Wallace, Dean, Faculty of Extended Education
Karen Dempsey, Student Services Coordinator, Faculty of Nursing

UNIVERSITY OF MANITOBA | Faculty of Social Work

521 Tier Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-7050
Fax (204) 474-7594
Social_Work@UManitoba.CA

November 12, 2012

Atlanta Sloane-Seale
Professor and Program Director
Continuing Education

RE: *Integrated Support Worker* (ISW) Certificate Program.

Thank you for your request for the Faculty of Social Work to review the above-named program with a view toward assessing potential transfer of credits. In July, 20120, the Bachelor of Social Work Program Committee reviewed the materials and concluded that the courses were not equivalent to those offered in the BSW program, and consequently, students who have successfully completed this program will not be provided with transfer credits.
Please advise if there are any additional questions.
Kathryn A. Levine, MSW, PhD

Associate Dean - Undergraduate Programs

Faculty of Social Work

University of Manitoba

Winnipeg, Manitoba

Appendix 8: Library Letter of Support

University of Manitoba Libraries

Statement for New Programme

UNIVERSITY OF MANITOBA Libraries

Faculty	Extended Education
Department	Continuing Education
Course #	
Course Name	Certificate in Integrated Support Worker Program (ISW)

Statement

The Libraries' collection can support this new programme, as described in the documentation provided to UML. .

Lyle Ford
Associate Librarian

Jan Horner

Coordinator, Collections Management

13 September 2012

Date

Nicole Michaud-Oystryk
Head, Elizabeth Dafoe Library

University Librarian

Appendix 9: Letters of Agreement from Employers

Appendix 10: Budget Proposal

New Program Development
Budget Proposal

			Year 1		Year 2	
Revenue						
External Contributions				-		
(Funding from - government, faculties, organizations)						
Total Revenue				-		-
Direct Expenses						
Instructional Designer						
Course Development			15,000			
Total Direct Expenses				15,000		-
Indirect Expenses		**FTE**			**FTE**	
Program Director	85,000	10%			5%	
Program Administrator	68,000	5%			5%	
Program Assistant	55,000	5%			5%	
Admin Services	25%					-
Total Indirect Expenses				-		-
Total Expenses				15,000		-
Net Development Cost				(15,000)		-

Draft

Total Development Cost for Year 1 and Year 2	**(15,000)**

Note: All Indirect Expenses are built into Delivery Budget.

Assumptions:

1. Costing is based on Face to Face delivery of content. No Instructional Design and Online course development built into program
2. No Instructional Designer Cost required in the first two years
3. Program Director delivery time expected to reduce from Year 2 to nearly 5% from current figure
4. At least a cohort of 16 students will go through the program from start to completion in Year 1
5. Five cohorts of a minimum of 15 students will go through the program for the first five years
6. Budget is conservative on a maximum of 16 students for the forst five years. Number could increase

New Program Delivery
Budget Proposal

	Notes	Year 1 #	Year 1 Total	Ratios	Year 2 #	Year 2 Total		Year 3 #	Year 3 Total		Year 4 #	Year 4 Total		Year 5 #	Year 5 Total	
Counselling Skills Level I		16	7920		17	8415		18	8910		19	9405		20	9900	
Working with Families		16	7920		17	8415		18	8910		19	9405		20	9900	
Health Promotion Across the Lifespan		16	7920		17	8415		18	8910		19	9405		20	9900	
Cognition and Cognitive Impairement		16	7920		17	8415		18	8910		19	9405		20	9900	
Mental Health and Illness		16	7920		17	8415		18	8910		19	9405		20	9900	
Total Revenue			**39,600**			42,075			44,550			47,025			49,500	
Program tutition per student			2,475			2,630			2,621			2,613			2,475	
Direct cost of instructional delivery																
Instructor Salaries ($2500/course in Y1; rising to $3000/course in Y3)		5	12,500		5	13,750		5	15,000		5	15,000		5	15,000	
Benefits and Pay Levy (@17%)			2,125			2,338			2,550			2,550			2,550	
Course Delivery Travel			300			100			100			100			100	
Local Travel/Parking			300			50			50			50			50	
Textbooks			300			300			300			300			300	
Courier/Postage			-													
Instructional design support							0%			0%		4,000	9%		4,000	8%
Other Expenses																
Other Expenses																
Other Expenses																
Other Expenses																
Marketing (including advertising and other promotions; target **10 - 15% of total revenue**)			**15,525**			16,538			18,000			22,000			22,000	
			4,500	11%		4,250	9%		4,000	8%		4,500	7%		5,000	8%
Total direct costs (should not exceed 55% of total revenue)			**20,025**	51%		20,788	49%		22,000	49%		26,500	56%		27,000	55%
Operating margin (at least 45% of direct costs)			**19,575**	49%		**21,288**	51%		**22,550**	51%		**20,525**	44%		**22,500**	45%
Development cost recovery			7,500			7,500										
CE general and administrative expenses			12,075	30%		13,788	33%		15,593	35%		16,459	35%		17,325	35%
Net to Division for overhead			-	0%		-	0%		6,958	16%		4,066	9%		5,175	10%
Breakeven registration ((Direct costs + .65 of direct costs)/program tuition/student)			13			13			14			17			18	

Draft

2015

Appendix 11: List of Participants and Consultants

Ms. Karen Guth, Instructor, Staff Development, Manitoba Development Centre
Ms. Jennifer Licardo, Alzheimer Society Manitoba
Ms. Arlie Link, Family Support Program, Metis, Child, Family and Community Services
Ms. Nadine McLeod, Metis, Child and Family Services, Eastman, Interlake
Ms. Sandra Sullivan, Child Protection Branch, Manitoba
Ms. Liz Ambrose, Senior Policy Analyst, Workforce Development, Manitoba Health

Consultants: Provincial Mental Health Management Network
Ms Fran Schellenberg, Executive Director, Mental Health and Spiritual Health Care, Department, Manitoba Health
Ms. Chris Hoeschen, Policy Analyst, Mental Health and Spiritual Branch, Manitoba Health
Mr. Ken Kroeker, Regional Director, Mental Health, Central, RHA
Ms. Deb Taillefer, Acting Director, South Eastman, Mental Health, Regional Health Authority

Ms. Lisa Sutton
Ms. Val Kelberg, Training Coordinator and Policy Analyst, Manitoba Family Services and Labour, Disability Programs and EIA, Disability Programs Community Living Disability
Ms. Cynthia Winram, Chief Executive Director, Manitoba Developmental Centre (MDC)
Ms. Francis McGillivary, Tribal Council member, Swampy Cree
Ms. Diane Murdock, Tribal Council member
Dr. Charmayne Dube, Director, Supported Day and Residential Services, New Directions for Children, Youth, ADULTS, AND FAMILIES AND VICE PRESIDENT, ABILITIES MANITOBA.

Advisory Committee, Long-term Service Delivery, Manitoba Developmental Centre
Mr. Cees de Vries, Acting Manager, Policy Unit, Strategic Initiatives and Program Support, Disability Programs and Early Learning and Child Care, Manitoba Family Service and Labour

Ms. Sherry Sullivan, Manager, The Centre for Teaching, Learning and Program Development, Winnipeg Technical College
Dr. Atlanta Sloane-Seale, Professor and Program Director, UMCE

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Senate Membership 2013-2014

President

David T. Barnard	2008.07.01

Chancellor

Harvey Secter	2010.01.01

Vice-Presidents

Vice-President (Academic) and Provost	Joanne Keselman	1997.01.09
Vice-President (Administration)	Paul Kochan	2012.09.17
Vice-President (External)	John Kearsey	2010.07.13
Vice-President (Research and International)	Digvir Jayas	2009.04.28

Deans of Faculties

Agricultural & Food Sciences	Michael Trevan	2004.07.01
Architecture	Ralph Stern	2010.09.02
Arts	Jeffery Taylor	2011.09.01
Clayton H. Riddell Faculty of Environment, Earth, and Resources	Norman Halden	2008.07.01
Dentistry	Anthony Iacopino	2007.07.01
Education	David Mandzuk*	2012.09.17
Engineering	Jonathan Beddoes	2011.07.01
Graduate Studies	Jay Doering	2005.07.01
Human Ecology	Gustaaf Sevenhuysen	2005.07.01
I.H. Asper School of Business	Michael Benarroch	2011.11.15
Kinesiology and Recreation Management	Jane Watkinson	2007.07.01
Law	Lorna Turnbull	2010.05.01
Marcel A. Desautels Faculty of Music	Edmund Dawe	2007.07.01
Medicine	Brian Postl	2010.07.01
Nursing	Beverly O'Connell	2012.10.15
Pharmacy	Neal Davies	2011.07.01
Science	Roy Roshko*	2004.07.01
Social Work	Harvy Frankel	2008.07.01
Director, School of Art	Paul Hess	2008.07.01
Dean, Extended Education	Lori Wallace	2006.07.01
University Librarian	Karen Adams	2008.07.01
Vice-Provost (Students)	Susan Gottheil	2010.08.15

Heads of Constituent or Member Colleges

St. John's College	Christopher Trott	2011.07.01
St. Paul's College	Christopher Adams	2012.07.01
University College	Jeffery Taylor*	2011.09.01

Appointed by the Board of Governors

Ms. Sharon Jasper	2011.06.01 - 2013.05.31
TBA	2012.06.01 - 2013.05.31

Members-at-large

N/A

President of UMSU

Al Turnbull	2013.05.01 - 2014.04.30

Appointed by Alumni Association

Peri Venkatesh	2011.06.01 - 2013.05.31
Ryan Buchanan	2012.06.01 - 2013.05.31

Elected by Faculty and School Councils

Agricultural & Food Sciences	Brian Amiro	2011.12.31 – 2014.05.31
	Annemieke Farenhorst	2012.06.01 – 2015.05.31
	Derek Brewin	2013.06.01 – 2016.05.31
Architecture	Mohamad Araji	2012.06.01 – 2015.05.31
	Lisa Landrum	2012.06.01 – 2015.05.31
Art, School of	Sharon Alward	2008.06.01 -- 2014.05.31
Arts	Tina Chen	2011.06.01 – 2014.05.31
	(l/r David Churchill)	*2012.07.01 – 2013.05.31*
	Radhika Desai	2011.06.01 – 2014.05.31
	Susan Prentice	2011.06.01 – 2014.05.31
	(l/r Todd Mondor)	*2012.09.01 – 2013.03.01*
	Mark Gabbert	2003.06.01 – 2015.05.31
	Judith Owens	2003.06.01 – 2015.05.31
	Arlene Young	2003.06.01 – 2015.05.31
	Ellen Judd	2009.06.01 – 2015.05.31
	Janet Sealey	2010.06.01 – 2015.05.31
	Julie Guard	2012.06.01 – 2015.05.31
	Tammy Ivanco	2012.06.01 – 2015.05.31
	Alan MacDonell	2012.06.01 – 2015.05.31
Clayton H. Riddell Faculty of Environment, Earth and Resources	Nancy Chow	2012.06.01 – 2015.05.31
	Michael Campbell	2013.06.01 – 2016.05.31
Dentistry	Joanna Asadoorian	2008.06.01 – 2014.05.31
	James Gilchrist	2010.06.01 – 2016.05.31
Education	Sandra Kouritzin	2008.06.01 – 2014.05.31
	Richard Hechter	2010.06.01 – 2016.05.31
Engineering	Dimos Polyzois	2005.06.01 – 2014.05.31
	Witold Kinsner	2008.06.01 – 2014.05.31
	Danny Mann	2011.06.01 – 2014.05.31
Extended Education	Robert Ouellette	2012.09.01 – 2014.05.31
Human Ecology	Harold Aukema	2013.06.01 – 2016.05.31

I.H. Asper School of Business	Janet Morrill	2011.06.01 – 2014.05.31
	Mary Brabston	2004.06.01 – 2016.05.31
Kinesiology and Recreation Management	Leisha Strachan	2011.06.01 – 2014.05.31
	Christine Van Winkle	2011.06.01 – 2014.05.31
Law	Darcy MacPherson	2013.06.01 – 2016.05.31
Libraries	Lyle Ford	2011.06.01 – 2014.05.31
	Vera Keown	2012.06.01 – 2015.05.31
	Emma Popowich	2013.06.01 – 2016.05.31
Marcel A. Desautels Faculty of Music	Joan Linklater	2005.06.01 – 2014.05.31
Medicine	Aaron Chiu	2012.06.01 – 2015.05.31
	Joanne Embree	2012.06.01 – 2015.05.31
	Joel Kettner	2012.06.01 – 2015.05.31
	Fiona Parkinson	2012.06.01 – 2015.05.31
	Robert Tate	2007.12.01 – 2015.05.31
	Helmut Unruh	2012.06.01 – 2015.05.31
	Debrah Wirtzfeld	2009.06.01 – 2015.05.31
	Emily Etcheverry	2004.06.01 – 2016.05.31
	Donald Smyth	2004.06.01 – 2016.05.31
	Brenda Elias	2010.06.01 – 2016.05.31
	Peter Cattini	2013.06.01 – 2016.05.31
	Duane Funk	2013.06.01 – 2016.05.31
	Alan Menkis	2013.06.01 – 2016.05.31
Nursing	Marie Edwards	2008.06.01 – 2014.05.31
	Diana McMillan	2008.06.01 – 2014.05.31
Pharmacy	Alan McIntosh	2011.06.01 – 2014.05.31
Science	John Anderson	2008.06.01 – 2014.05.31
	Peter Blunden	2011.06.01 – 2014.05.31
	Philip Hultin	2011.06.01 – 2014.05.31
	Elizabeth Worobec	2008.06.01 – 2014.05.31
	l/r Byron Southern	*2012.09.01 – 2014.05.31*
	Gary Anderson	2012.06.01 – 2015.05.31
	Liqun Wang	2012.06.01 – 2015.05.31
	Thomas Booth	2010.06.01 – 2016.05.31
Social Work	Judith Hughes	2011.06.01 – 2014.05.31
	Cathy Rocke	2013.06.01 – 2016.05.31
Student Affairs	Tim Podolsky	2011.06.01 – 2014.05.31

Heads of Affiliated Institutions

St. Andrew's College	Roman Bozyk*	2003.05.01
Université de Saint-Boniface	Raymonde Gagne	2003.09.01

Deputy Minister of Education

Deputy Minister of Advanced Education (or designate)	Gerald Farthing (Acting Deputy Minister) Meg Brolley (designate)

Elected by the Students (2013.04.01 – 2014.03.31)

Agricultural & Food Sciences	TBA
Architecture	Brydget Lewicki
Art, School of	TBA
Arts	Monica Igweagu, Stephen Mack, Adam Pawlak
Clayton H. Riddell Faculty of Environment, Earth and Resources	Astitwa Thapa
Dentistry/Dental Hygiene	TBA
Education	Guy Chappellaz, Joscelynn Tan
Engineering	TBA
Graduate Studies	Calistus Ekenna, Gustavo Mejicanos, Emeka Okeke
Human Ecology	Michelle Leaf
I.H. Asper School of Business	Katrina Daaca, Michael Vasconcelos
Kinesiology and Recreation Management	TBA
Law	Zachary Courtemanche
Marcel A Desautels Faculty of Music	TBA
Medical Rehabilitation	Erika Hunzinger
Medicine	David Lussier
Nursing	TBA
Pharmacy	Joel Hart
Science	TBA, TBA, TBA
Social Work	Hilary Omichinski

Assessors

Vice-Provost (Academic Affairs)	Janice Ristock
Vice-Provost (Academic Planning and Programs)	David Collins
Associate Vice-President (Research)	Gary Glavin
Associate Vice-President (Partnerships)	James Blatz
Associate Dean of Graduate Studies	Brenda Hann
Associate Dean of Extended Education	Kathleen Matheos
Chair SPPC	Ada Ducas
UMFA Representative	Thomas Kucera
St. Boniface College	Gabor Csepregi
Executive Director of Enrolment Services	Jeffrey Adams
Registrar	Neil Marnoch
Executive Director, Student Services	Lynn Smith
Chair SCCCC	Harvy Frankel
Vice-President UMSU	Susie Ally
President GSA	Monika Wetzel
Director U1	Bonnie Hallman
Director of UTS	Mark Torchia
U1 Students	Chigozie James
Executive Lead, Indigenous Achievement	Deborah Young

* = acting
l/r = leave replacement
updated May 13, 2013

SCHEDULE OF MEETINGS AND AGENDA AVAILABILITY
SENATE AND SENATE EXECUTIVE COMMITTEE

June 2014 to December 2014

Date for Items to the Secretary	**Agenda to the Executive Committee**	**Executive Committee Meetings**	**Agenda available to Senate Members**	**Senate Meetings**
May 22, 2013	May 29, 2013	June 5, 2013	June 12, 2013	June 19, 2013
August 7, 2013	August 14, 2013	August 21, 2013	August 28, 2013	September 4, 2013
September 4, 2013	September 11, 2013	September 18, 2013	September 25, 2013	October 2, 2013
October 9, 2013	October 16, 2013	October 23, 2013	October 30, 2013	November 6, 2013
November 6, 2013	November 13, 2013	November 20, 2013	November 27, 2013	December 4, 2013
November 27, 2013	December 4, 2013	December 11, 2013	December 18, 2013	January 8, 2014
January 8, 2014	January 15, 2014	January 22, 2014	January 29, 2014	February 5, 2014
January 29, 2014	February 5, 2014	February 12, 2014	February 26, 2014	March 5, 2014
March 5, 2014	March 12, 2014	March 19, 2014	March 26, 2014	April 2, 2014
April 16, 2014	April 23, 2014	April 30, 2014	May 7, 2014	May 14, 2014
May 28, 2014	June 4, 2014	June 11, 2014	June 18, 2014	June 25, 2014
August 6, 2014	August 13, 2014	August 20, 2014	August 27, 2014	September 3, 2014
September 3, 2014	September 10, 2014	September 17, 2014	September 24, 2014	October 1, 2014
October 8, 2014	October 15, 2014	October 22, 2014*	October 29, 2014	November 5, 2014
November 5, 2014	November 12, 2014	November 19, 2014	November 26, 2014	December 3, 2014

1. Senate meets the end of June so that a meeting in July is not required.
2. Senate meets the third Wednesday in May to consider the list of graduands for Senate approval.
3. Senate meetings are held in the Senate Chambers, Room E3-262 EITC at 1:30 p.m.
4. Senate Executive meetings are held the Alan A. Borger Sr. Executive Conference Room, E1-270 EITC at 1:30 p.m.
5. *Senate Executive will meet at 9:00 am on October 22, 2014 due to Fall Convocation.

Annual Report of the Senate Committee on Academic Computing

Preamble

1. The current terms of reference for the Senate Committee on Academic Computing are found on the University Governance website at:

   http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/485.html

2. The Committee is charged with providing advice and recommendations to Senate on:

   a) the University's general policies relating to the development and use of computing and networking in instruction and research;

   b) prioritizing support for the development and delivery of computing and network services; and

   c) computer services policies and their effect on faculty and students.

Observations

1. Members of the Committee for 2012-2013 were:

   Ms. Karen Adams, Dean Jay Doering, Prof. Georg Schreckenbach, Prof. Karen Smith, Dr. James Blatz, Prof. Struan Sinclair, Prof. Mary Brabston, Mr. Sol Chu, Prof. Lawrence Elliott, Ms. Tania Gottschalk, Mr. Michael Langedock, Dean Ralph Stern, Ms. Marta Dabros (student), Ms. Can Liu (student), Ms. Veronica Marriott (student), Mr. Johanu Botha (student), Mr. Gilbert Detillieux (Technical Resource), Ms. Sandi Utsunomiya (Recording Secretary)

   and Dr. Mark Torchia (as Chair, Designate).

2. Five meetings were held during the reporting period:

   - No specific matters were referred to the Committee for consideration

   - The Committee completed a review of the Terms of Reference to more accurately reflect the focus of academic computing and information technology within teaching and learning. In addition, the Terms of Reference were made compatible with the governance model for IST at UM. The revised Terms of Reference were approved by Senate on April 3, 2013

   - The Committee continues collaboration with the President's Advisory Committee on Information Technology and Innovation (PACITi)

   - Special presentations were provided to the Committee on:

     - the Blended and Online Learning Task Force – Dean Jeffery Taylor

- Social Media in Teaching and Learning – Professor Donalda Wotton
- Copyright, social media, confidentiality, and other impinging IT factors – Mr. Gregory Juliano
- Where do we want to go with e-learning – Dr. Janice Ristock
- IT Governance Models – Mr. Michael Langedock
- 2013-14 IST Strategic Resource Plan – Mr. Michael Langedock

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Academic Computing

May 15, 2013

Annual Report of the Senate Committee on Academic Dress

Preamble

1. Terms of Reference for the Senate Committee on Academic Dress can be found at:

   http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/486.html

Observations

1. Committee members (2012-2013):

   Prof. P. Hess (Chair), Prof. L. Chalmers, Mr. N Marnoch, Prof. S. Liu, Ms Y. Chen (student), Mr. S. Teichroew (student).

2. The Committee did not meet during the reporting period.

Respectfully submitted,

Professor Paul Hess, Chair
Senate Committee on Academic Dress

May 15, 2013

Annual Report of the Senate Committee on Academic Freedom

Preamble

The Terms of Reference for the Senate Committee on Academic Freedom can be found on the web at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/488.html.

Observations

1. Committee members (2012-2013):
   Professor S. Alward (School of Art), Professor R. Cardwell (Agricultural and Food Sciences), Professor J. Embree (Medicine), Mr. O. Gagne (Student, Faculty of Graduate Studies), Professor C. Morrill (Management), Dean J. Taylor (Arts), Ms. M. Wetzel (Student, Human Ecology)

2. The committee did not meet during the reporting period.

Respectfully submitted,
Senate Committee on Academic Freedom

May 15, 2013

Annual Report of the Senate Committee on Academic Review

Preamble

The Terms of Reference for the Senate Committee on Academic Review can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm

Observations

1. Committee members (2012-2013):

   Dr. D. Collins (Vice-Provost, Academic Planning and Programs), Chair, Dean J. Doering (Graduate Studies), Mr. E. Kraut (student, Medicine), Prof. A. MacDiarmid (Medicine), Ms. V. Marriott (student, Engineering), Prof. J. Morrill (Management), Dean J. Taylor (Arts), Prof. J. Van Rees (Science), Dean J. Watkinson (Kinesiology and Recreation Management)

2. The Committee met twice during the reporting period, on November 29, 2012 and March 8, 2013.

3. At each meeting, the Committee received: a Report on the Status of Current Graduate Program Reviews; a Report on the Status of Current Undergraduate Program Reviews; a Report on the Status of Externally Accredited Programs.

4. The Committee considered Summaries of Graduate Program Reviews for M.A. and Ph.D. programs in Anthropology and French and the Ph.D. program in Social Work. The Committee also considered responses from the Faculty of Graduate Studies to program reviews for the M.A. in Icelandic Language and Literature, the M.Sc. and Ph.D. programs in Medical Microbiology, Oral Biology, and Physiology, the Master of Nursing and Ph.D. in Cancer Control, and the Master of Public Administration.

5. The Committee received for its consideration, Summaries of Undergraduate Program Reviews for programs in Education and Microbiology.

6. The Committee endorsed a proposal to establish the International College of Manitoba (ICM) Academic Program Review Process.

7. The Committee endorsed a series of recommendations that establish guidelines for faculties, for communicating the results of external accreditation reviews to faculty members, staff, and students. The document, Communication of External Accreditation Results, received Senate approval on January 9, 2013.

Respectfully submitted,

David Collins, Chair
Senate Committee on Academic Review

ANNUAL REPORT OF THE SENATE COMMITTEE ON ADMISSIONS (SCADM) FOR THE YEAR FROM MAY 1, 2012 TO APRIL 30, 2013

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

http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm

The committee membership is as follows:

Incumbent	Position	Composition
Ms. Susan Gottheil	Vice-Provost (Students)	(1) VP (Academic) or **designate, Chair**
Ms Iris Reece Tougas	Director, Admissions	(2) Vice Provost (Student Affairs) or **designate**
Mr. Jeff Adams	Executive Director, Enrolment Services	(3) Executive Director (Enrolment Services)
Dr. Lori Wilkinson	Professor, Faculty of Arts	(4) Dean, Faculty of Arts or **designate**
Dr. M. Piercey-Normore	Associate Professor, Faculty of Science	(4) Dean, Faculty of Science or **designate**
Dr. John Perry	Associate Professor, Faculty of Dentistry	(4) Dean, Faculty of Dentistry or Medicine or **designate**
Dr. Gustaaf Sevenhuysen	Dean, Human Ecology	(5) Senate-appointed dean/director
Dr. Beverly O'Connell	Dean, Faculty of Nursing	(5) Senate-appointed dean/director
Dr. Ellen Judd	Professor, Faculty of Arts	(6) Senate Appointee
Dr. Bonnie Hallman	Director, University 1	(6) Senate Appointee
Dr. Nariman Sepehri	Associate Dean, Faculty of Engineering	(6) Senate Appointee
Dr. Lori Wallace	Dean, Extended Education	(6) Senate Appointee
Ms. Jan Guise	Section Head, Music, Libraries	(6) Senate Appointee
Dr. Kelley Main	Associate Dean, Asper School of Business	(6) Senate Appointee
Ms. Marlena Bova	Student, Faculty of Law	(7) Student
Ms. Kendra Magnusson	Student, Graduate Studies	(7) Student
Mr. David Sytnik	Student, Faculty of Science	(7) Student
Vacant (Declined)	Declined	(8) Deputy Minister of Education (or designate)
Mr. Peter Brass	University Adviser, St. John's Ravenscourt	(8) Counsellor from a Manitoba high school

Subsequent to the 2011 Annual Report, SCADM met on May 17 2012, June 21, 2012, November 1, 2012 and January 8, 2013. The following matters were addressed by the committee:

1. Asper School of Business – SCADM reviewed a recommendation to establish a Canadian Aboriginal Ancestry Admissions Category to its admissions process, effective for the 2013 intake. Approved by the Senate Committee on Admissions on May 17, 2012. Approved by Senate on June 20, 2012.

2. Faculty of Nursing – SCADM reviewed a proposal recommending the implementation of a screening process for oral English proficiency (both listening and speaking) to meet the profession's standards for the provision of safe, ethical and competent care. Approved by the Senate Committee on Admissions on May 17, 2012. *On June 20, 2012 Senate referred this approval back to SCADM for further review.*

3. Universite Saint-Boniface – SCADM reviewed a proposal recommending four changes in Admission requirements that would align their requirements with those at the University of Manitoba, effective for the 2012 intake. Approved by the Senate Committee on Admissions on May 17, 2012. Approved by Senate on June 20, 2012.

4. Faculty of Social Work - SCADM reviewed a recommendation to revise the admissions criteria for the Distance Delivery Program to correlate with admissions criteria for the Fort Garry Campus program, effective for the 2013 intake. Approved by the Senate Committee on Admissions on June 21, 2012. Approved by Senate, September 5, 2012.

5. Admissions Office – SCADM reviewed a proposal recommending the clarification of the definition of "Manitoba residency" when this is used as a criterion in the selection of students to undergraduate programs. *This proposal was reviewed by the Senate Committee on Admissions in the meeting held on June 12, 2012 and referred back to the Admissions Office for further research and discussion.*

6. **University 1 / Faculty of Science / Faculty of Arts** – SCADM reviewed a proposal recommending the revision and harmonization of the admission regulations among their units, effective for the 2013 admission intake. Approved by the Senate Committee on Admissions, November 1. 2012. Approved by Senate, December 5, 2012.

7. **Faculty of Education** – SCADM reviewed a proposal recommending that the statement of interest in teaching be deleted from the admission process, effective for the 2013 intake. Approved by the Senate Committee on Admissions , November 1. 2012. Approved by Senate, December 5, 2012.

8. **Faculty of Nursing** – SCADM reviewed a proposal recommending the development of a procedure for breaking AGPA ties during the admission process, effective for the 2013 intake. Approved by the Senate Committee on Admissions , January 8, 2013.*This proposal was withdrawn by the faculty as there is an administrative procedure available within the faculty that could be used to effectively break AGPA ties during the admission process.*

Annual Report of the Senate Committee on Admissions Appeals April 1, 2013

Preamble:

1. The terms of reference for the Senate Committee on Admissions Appeals are found at the following link: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/491.html

2. The Committee is charged to hear and determine appeals from:
   a) decisions of faculty and school Selection Committees;
   b) administrative decisions affecting the admission process;
   c) decisions related to the transfer of credit policy of the faculty/school; and
   d) the possible granting of advanced standing.

3. The Committee is to report to Senate on the determination of all appeals submitted to it; and recommend any changes in admission policies and procedures which should be considered as a result of the appeal.

Observations:

1. Members of the Committee for 2012-2013 were: Acting Dean D. Mandzuk, Chair (Education), Professor B. Hann, Vice-Chair (Graduate Studies), Professor T. Janzen (Arts), Professor K. Sharma (Science), Professor P. McVetty (Agricultural & Food Sciences), Professor J. Linklater (Music), Professor L. Guse (Nursing), Professor E. Milliken (Social Work), Ms. M. Fricke (Medical Rehabilitation), Professor S. Sivaramakrishnan (Asper School of Business), Mr. P. Karari (Student member - Graduate Studies), Ms. Janine Urbano (Student member - Science), Ms. Bilan Arte (Student Member – President of UMSU - Ex Officio), Ms I. Reece-Tougas (Director of Admissions (Ex-officio, non-voting).

The Senate Committee on Admissions Appeals reports to Senate on an ongoing basis as appeals are heard. During the period from April 1st, 2012 to March 31, 2013, the Committee received 8 appeals which are summarized below:

#	Faculty	Decision
2	Asper School of Business	1 No grounds 1 Returned to Faculty (Appellant did not exhaust all levels of appeal)
2	Graduate Studies	2 No grounds
2	Medicine	2 No grounds
1	Nursing	1 No grounds
1	Social Work	1 No grounds

Respectfully submitted,

David Mandzuk Ph.D.
Chair, Senate Committee on Admissions Appeals

Preamble

1. The terms of reference for the Senate Committee on Appeals are found at the link: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/493.html

2. The Committee is charged to hear and determine appeals from:
   a) decisions made by academic administrators involving Senate regulations in which Faculty or School Councils have no jurisdiction; and
   b) appeals against decisions taken by Awards Selection Committees of Faculties and Schools.

3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

Observations

1. Members of the Committee for 2012 - 2013 were: Dean M. Trevan (Agricultural and Food Sciences), Dean L. Turnbull (Law), Dean J. Watkinson (Kinesiology and Recreation Management), Professor S. Alward (School of Art, Vice-Chair), Professor P. Blunden (Science), Professor C. Enns (Education), Professor D. MacPherson (Law), Professor D. McMillan (Nursing), Professor M. Scanlon (Agricultural and Food Sciences), Professor V. Swain (Dentistry), Mr. R. Saurette (Université de Saint-Boniface), Ms. B. Arte (Student - President of UMSU), Mr. N. Audette (Student), Ms. S. Fehr (Student), Mr. P. Karari (Student), Mr. S. Shokrzadeh (Student), Mr. S. Thiruppathi (Student) and Professor A. McNicol (Graduate Studies) served as Chair.

2. The Committee reports to Senate on a regular basis and details of these reports are contained in the Senate minutes.

   During the reporting period from April 1, 2012 to March 31, 2013 the Committee received 19 appeals which are summarized below:

#	**Faculty**	**Decision**
1	Architecture	Appeal withdrawn
1	Asper School of Business	Granted
1	Education	Returned to Faculty for re-evaluation
2	Engineering	2 - No grounds
2	Extended Education	2 - No grounds
3	Graduate Studies	1 - Granted 1 - No grounds 1 – sent back to Faculty to be considered at that level
1	Medical Rehabilitation	Denied
2	Nursing	2 - No grounds
1	School of Art	Granted
1	Science	No grounds
3	Social Work	2 - No Grounds 1- Granted
1	University 1	Denied

Respectfully submitted,

Dr. A. McNicol, Chair
Senate Committee on Appeals

May 15, 2013

Annual Report of the Senate Committee on Approved Teaching Centres

Preamble

1. Terms of reference for the Senate Committee on Approved Teaching Centres can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.html.

Observations

1. Committee members (2012-2013):

   Professor T. Chen (Arts), Professor R. Finnegan (Arts), Ms. R. Gaywish (Extended Education), Professor J. Linden (Arts), Professor J. Montgomery (Arts), Professor L. Renee (Arts), Dean J. Taylor (Arts), Professor I. Whicher (Arts)

2. The Committee participated in one electronic meeting during the reporting period, responding to a poll conducted between June 4 – 11, 2012.

3. The Committee considered the list of proposed courses and instructors as submitted by Booth University College and the Prairie Theatre Exchange for cross-registration with the University of Manitoba in 2012-2013.

4. The following are Approved Teaching Centres at the University of Manitoba:

   Prairie Theatre Exchange
   William and Catherine Booth College

Respectfully submitted,

Senate Committee on Approved Teaching Centres

UNIVERSITY OF MANITOBA

Financial Aid and Awards
422 University Centre
65 Chancellor's Circle
Winnipeg, MB R3T 2N2

ANNUAL REPORT TO SENATE FROM THE SENATE COMMITTEE ON AWARDS

Number of meetings

The Senate Committee on Awards met 14 times (including five electronic polls) between May 1, 2012 and April 30, 2013.

Terms of Reference

Terms of Reference for the Senate Committee on Awards can be found on the University of Manitoba website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/495.html

Committee Members

Academic Representatives:
Dr. Philip Hultin (Chair/Faculty of Science)
Dr. Lean Chee (Faculty of Pharmacy – resigned on April 1, 2013)
Dr. David Kuhn (Faculty of Engineering)
Dr. Laura Loewen (Faculty of Music)
Dr. Isabel Mello-Rebequi (Faculty of Dentistry)
Dr. Greg Smith (Faculty of Arts)

Student Representatives:
Mr. Larry Solomon (Faculty of Education – as of February 6, 2013)
Ms. Jennifer Chen (Faculty of Graduate Studies)

Director, Financial Aid and Awards:
Ms. Jane Lastra

Dean, Faculty of Graduate Studies:
Dr. Jay Doering
Ms. Tracy Sobotkiewicz (alternate)

Consultants:
Mr. Jeff Adams (Director, Enrolment Services – April, 2012)
Ms. Terésa Klaassen (Awards Assistant, Enrolment Services)
Ms. Lesli Lucas-Aseltine (Awards Selection Coordinator, Enrolment Services)
Ms. Candace Préjet (Recording Secretary/Enrolment Services)
Ms. Heather Long (Recording Secretary/Enrolment Services – as of August 13, 2012)

Observations

1. In 2012 – 2013, the Senate Committee on Awards approved the establishment of 72 new awards, amendments to 65 existing awards, and the withdrawal of 15 awards. Of the 72 new awards, 43 are scholarships, prizes, or fellowships, 29 are bursaries.

   (Appendix A)

2. The Senate Committee on awards recommended to Senate, for approval, 8 requests to establish awards that appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*. The awards will provide support for Aboriginal and female students.

Respectfully submitted,

Dr. Philip Hultin
Chair, Senate Committee on Awards

APPENDIX A -
New Awards* Established Between May 1, 2012 and April 30, 2013 (Total = 72)

Undergraduate, Graduate, and Extended Education	Entrance Awards	Renewable Entrance Awards	In-course and Graduating Awards	Total
Undergraduate	4	1	45	**50**
Graduate	-	-	11	**11**
Undergraduate or Graduate	1	-	10	**11**
Outreach	-	-	-	**0**

New Undergraduate Awards* by Faculty or School, May 1, 2012 - April 30, 2013 and Historical Data for 2008-2009 through 2011-2012

Faculty or School	12-13	11-12	10-11	09-10	08-09
Agricultural & Food Sciences	2	1	2	-	4
Architecture	-	-	1	1	1
Art (Fine Arts)	1	-	-	-	-
Arts	3	3	5	3	3
Central†	6	4	7	5	11
Dentistry	1	3	3	1	2
Dental Hygiene	-	-	-	-	1
Education	-	-	2	2	-
Engineering	7	2	10	6	6
English Language Centre	2	-	-	-	-
Environment, Earth, & Resources	2	1	2	1	3
Extended Education	-	-	-	1	-
Human Ecology	1	-	4	1	1
Interdisciplinary	-	-	1	2	1
Kinesiology & Recreation Management	1	-	1	1	1
Law	1	2	3	4	7
Management	8	1	10	4	4
Medical Rehabilitation	-	-	-	-	1
Medicine	11	18	9	8	10
Music	1	4	2	3	3
Nursing	-	-	2	-	3
Pharmacy	1	1	3	1	2
Science	-	3	6	2	2
Social Work	2	-	2	1	-
University 1	-	-	-	-	1
Totals	**50**	**43**	**75**	**47**	**67**

* scholarships, prizes, fellowships, and bursaries; † awards open to students in any faculty or school; ° including Internationally Educated Teachers Program.

APPENDIX A -
New Graduate Awards* by Area of Study, May 1, 2012 - April 30, 2013 and Historical Data for 2008-2009 through 2011-2012

Area of Study	12-13	11-12	10-11	09-10	08-09
Agricultural & Food Sciences	-	1	2	1	3
Architecture	1	-	-	7	3
Art (Fine Arts)	1	1	2	2	-
Arts	2	4	5	4	3
Central†	1	2	1	2	3
Dentistry	-	-	-	1	-
Engineering	1	-	4	-	-
Environment, Earth, & Resources	2	-	-	1	5
Human Ecology	1	-	-	-	-
Interdisciplinary	-	-	3	-	2
Law	-	-	1	-	-
Management	-	2			
Medical Rehabilitation	-	-	-	-	1
Medicine	2	-	1	-	2
Music	-	-	1	1	-
Nursing	-	-	-	1	-
Science	-	1	2	2	2
Totals	**11**	**11**	**22**	**22**	**24**

* scholarships, prizes, fellowships, and bursaries; † awards open to students in any faculty or school.

New Awards* Open to Undergraduate and/or Graduate Students or Residents by Area of Study, May 1, 2012 - April 30, 2013 and Historical Data for 2008-2009 through 2011-2012

Area of Study	12-13	11-12	10-11	09-10	08-09
Central†	1	-	2	2	-
Interdisciplinary	-	-	-	1	3
Kinesiology and Recreation Management	1				
Medicine – School of Medical Rehabilitation	1				
Medicine - PGME	8				
Social Work	-	-	-	1	1
Totals	**11**	**0**	**2**	**4**	**4**

* scholarships, prizes, fellowships, and bursaries; † awards open to students in any faculty or school.

May 15, 2013

Annual Report of the Senate Committee on the Calendar

Preamble

1. Terms of reference for the Senate Committee on the Calendar can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/496.html

Observations

1. Committee members (2012-2013):
   Mr. J. Leclerc (University Secretary), Chair, Dean J. Doering (Chair, Senate Committee on Rules and Procedures), Professor B. Hann, (Graduate Studies), Professor P. Hultin (Science), Professor J. Linklater (Music), Mr. N. Marnoch (Registrar), Ms. G. Saindon (Calendar Editor), Mr. L. Solomon (Student, Education)

2. The Committee did not meet during the reporting period.

Respectfully submitted,

Jeff M. Leclerc, Chair
Senate Committee on the Calendar

Annual Report of the Senate Committee Curriculum and Course Changes

Preamble

1. Terms of reference for the Senate Committee on Curriculum and Course Changes can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html

Observations

1. Committee members (2012-2013):

   Dean H. Frankel (Social Work), Chair, Professor C. Ateah (Nursing), Ms. S. Bannatyne (Registrar's Office), Dr. D. Collins (Vice-Provost (Academic Programs and Planning)), Dr. G. Csepregi (Université de Saint-Boniface), Ms. M. Gabbs (Student, Human Ecology), Professor J. Hamilton (Medicine), Professor R. Hechter (Education), Ms. J. Horner (Libraries), Ms. A. Maqsood (Student, Education), Professor M. Piercey-Normore (Science), Professor G. Smith (Arts), Mr. L. Solomon (Student, Education), Dean L. Wallace (Extended Education)

2. During the reporting period, the Committee met on nine occasions: September 13, October 9, October 15, October 31, November 5, and November 7, 2012, and March 12, March 13, and March 14, 2013.

3. During this period, the Committee reported to Senate on:

   - proposal for a Bachelor of Arts (Honours) in Criminology, Faculty of Arts (December 5, 2012)
   - proposal for a Bachelor of Arts (Honours) in Anthropology, Faculty of Arts (January 9, 2013)
   - proposals for a Bachelor of Arts (Honours) in International Studies, a Bachelor of Arts (Honours) and a Bachelor of Arts (Advanced) in Political Studies, Université de Saint-Boniface (May 15, 2013)
   - articulation agreement proposal, University of Manitoba, Bachelor of Science Degree in Human Nutritional Science – Red River College, Culinary Arts Diploma (November 7, 2012)
   - articulation agreement proposal, University of Manitoba, Bachelor of Science degree in Agribusiness – Assiniboine Community College, Agribusiness Diploma (May 15, 2013)
   - course changes totaling less than nine credit hours from departments in various faculties and schools (December 5, 2012, May 15, 2013)
   - deletion of courses not offered in the last five years (May 15, 2013)
   - timetable for faculty/school submissions to the Senate Committee on Curriculum and Course Changes, 2013/2014

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

April 2, 2013

Annual Report of the Senate Committee on Honorary Degrees

Preamble

The terms of reference for the Senate Committee on Honorary Degrees are found online at: *http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/501.htm*

Observations

1. The membership of the Committee for 2012-2013 included: Dr. David T. Barnard (President), Mr. Ryan Buchanan (President of Alumni Association), Dr. Judy Anderson (Science), Dean Edmund Dawe (Music), Dean Michael Benarroch (Asper School of Business), Dr. Arlene Young (Arts), Ms. Bilan Arte (President of UMSU), Ms. Susan Lewis (community representative), and Dr. Harvey Secter (Chancellor) as Chair.

2. The Committee on Honorary Degrees reports to Senate as required in closed session on candidates for honorary degrees, special convocations, and the naming of buildings, parts of buildings, roadways and special units.

3. During the period from May 2012 to April 2013, the Committee reported to Senate on four occasions: May 1, 2012, August 14, 2012, October 19, 2012, and November 19, 2012. Details of these reports are available in the Office of the University Secretary (312 Administration Building) upon request by eligible members of Senate.

Respectfully submitted,

Chancellor Harvey Secter, Chair
Senate Committee on Honorary Degrees

/sf

Annual Report of the Senate Committee on Instruction and Evaluation

Preamble:

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

http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm

Observations:

1. Committee members (2012-2013):

   Dr. J. Ristock, Vice Provost (Academic Affairs), Chair, Ms. J. Black, Vice-President (Student Advocacy), UMSU, Prof. M. Brabston (Management), Prof. E. Etcheverry (Medical Rehabilitation), Prof. T.-B. Goh (Agricultural and Food Sciences), Prof. K. Jensen (Music), Ms. G. Kankindi (Student, Engineering), Prof. M. Lawall (Arts), Mr. J. Lerner (Student, Medicine), Prof. G. MacLean (Associate Dean, Graduate Studies), Mr. N. Marnoch (Registrar), Mr. R. Shpaner (Student, Graduate Studies), Ms. D. Sirota (Student, Social Work), Prof. E. Smirnova (Science), Dr. L. Smith (Executive Director, Student Services/Student Affairs), Prof. K. Snow (Education), Dr. M. Torchia (Director, University Teaching Services)

2. The Committee met six times during the reporting period on May 24, September 20, and October 25, 2012, and on January 17, March 17 and April 18, 2013.

3. During this period, the Committee reported to Senate on the following matters:
   - Establishment of the Faculty of Medicine policies on:
     - Examination Conduct (Senate, October 3, 2012)
     - Communicating Methods of Evaluation in the Undergraduate Medical Education Program (Senate, October 3, 2012)
     - Formative Assessment (Senate, October 3, 2012)
     - Deferred Examinations (November 7, 2012)
     - Supplemental Examinations (November 7, 2012)
     - Invigilation of Examinations (November 7, 2012)
     - 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 (November 7, 2012)
     - Remediation (November 7, 2012)
     - Forward Feeding Clerkship Summative Evaluation Information (December 5, 2012)
     - Reappraisal of Student Evaluations (reported to Senate for information, December 5, 2012)
   - Establishment of Direct Entry Procedures and Policy for the Clayton H. Riddell Faculty of Environment, Earth, and Resources (Senate, November 7, 2012)
   - Establishment of a Direct Entry Assessment Policy, Faculty of Human Ecology (Senate, December 5, 2012)

- Amendments to the degree regulations of the Bachelor of Science in Geological Sciences – Major, Honours, and General Programs, Clayton H. Riddell Faculty of Environment, Earth, and Resources (Senate, December 5, 2012)
- Amendments to the Academic Regulations for the Faculty of Arts, the Faculty of Science and University 1 (Senate, December 5, 2012) concerning:
  - academic standing rules for the Faculties of Arts and Science and University 1;
  - rules for transiting from University 1 to the Faculties of Arts and Science;
  - standardized requirements for the Dean's Honour List, for the Faculties of Arts and Science, and the University 1 Honour List
- Amendments to the Academic Regulations of the Université de Saint-Boniface (Senate, December 5, 2012) concerning:
  - passing grade for courses in the baccalauréat en education;
  - academic suspension in the faculté des arts and the faculté des sciences;
  - requirements for the Dean's Honour List in the faculté des arts, the faculté des sciences, and université 1
- Revised Graduation Requirements for the B.Sc. Major Degrees in Biological Sciences and Chemistry (December 5, 2012)
- Revised policy on Examination Regulations, which has been replaced by the following documents (Senate, March 6, 2013):
  - policy: Final Examinations and Final Grades
  - procedures: Final Examinations
  - procedures: Deferred and Supplemental Examinations
  - procedures: Final Grades
- Amendments to the I.H. Asper School of Business's supplementary regulations concerning courses completed on a Letter of Permission for Transfer Credit (reported to Senate for information, May 15, 2013)

Respectfully submitted,

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

April 18, 2013

Annual Report of the Joint Senate Committee on Joint Masters Programs between the University of Manitoba and the University of Winnipeg

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As Chair of the Joint Senate, I am pleased to submit the following report providing the current membership and activities of the committee from May 2012 to April 2013.

Membership

Chair (current):	Joan Grace, UW
Chair (May 2012-December 2012)	George MacLean, UM
Jay Doering	Dean, Graduate Studies, UM (Ex-officio)
James Currie	Acting Dean, Graduate Studies, UW (Ex-officio)
Glen Bergeron	Kinesiology
Mark Libin	Arts
Mark Meuwese	History, UW
Andrea Rounce	Public Administration, UM
Sean Byrne	Peace and Conflict Studies
Malcolm Bird	Public Administration, UW
Mae Wincott	Graduate Student, JMP
Vacant	Graduate Student

Attempts have been underway to fill the vacant position with a graduate student enrolled in a JMP.

Committee Activities during the Reporting Period

- JSC response of JMP in Public Administration first cycle program review sent to VP Academics, UM and UW in June 2012

- Letter sent to David Drewes, Chair JDC, Joint Masters in Religion regarding expectations and information with respect to the second cycle graduate program review

- Meetings of the Joint Senate held April 3, 2012 at UM and February 26, 2013 at UW

- Supplementary Regulations of the JMP in Peace and Conflict Studies passed by the Joint Senate in March 2013

- Updating Joint Senate regulations to integrate University of Winnipeg Graduate Studies regulations

Upcoming Activities

- Joint Senate regulations will continue to be updated to include University of Winnipeg Graduate Studies regulations

- Second cycle review of Religious Studies due July 15, 2013 to the Joint Senate for review and response

- A meeting of the Joint Senate will be held Fall 2013

Respectfully submitted by:

Joan Grace
Associate Professor
Department of Politics
University of Winnipeg
j.grace@uwinnipeg.ca

May 15, 2013

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

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Preamble

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

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/504.html

Observations

1. Members of the Committee for 2012-2013 included: Professor B. MacNeil (Medical Rehabilitation), Mr. S. Moreno (student, Graduate Studies), Prof. A. Sloane-Seale (Extended Education).

2. No appeals were referred to the Committee for consideration; therefore, no meetings were held during the reporting period.

May 15, 2013

Annual Report of the Senate Committee on Libraries

Preamble

1. Terms of reference for the Senate Committee on Libraries can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/505.html

Observations

1. Committee members (2012-2013):

   Dr. J. Ristock (Vice-Provost (Academic Affairs)), Chair, Ms. K. Adams (Libraries), Prof. T. Booth (Science), Ms. A. Cox (student, Graduate Studies), Prof. B. Hann (Graduate Studies), Prof. H. Heller (Arts), Ms. N. Kiige (student, Management), Prof. R. McIlwraith (Medicine), Ms. A. Maqsood (student, Education), Prof. K. Markstrom (Music), Ms. J. Rebizant (student, Graduate Studies), Dr. S. Sweeney (Libraries), Prof. V. Warne (Arts), Dean L. Wallace (Extended Education), Dean M. Whitmore (Science)

2. The Committee met once during the reporting period, on November 20, 2012.

3. The Committee received two presentations; one on open access publishing and one concerning research data management. The Committee also received an update on the Libraries, including a draft of the University of Manitoba Libraries Strategic Directions Framework.

Respectfully submitted,

Dr. Janice Ristock, Chair
Senate Committee on the Libraries

UNIVERSITY OF MANITOBA

Faculty of Medicine

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Fax (204) 789-3928

MEMORANDUM

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

FROM: Dr. Heather Dean, MD, FRCPC
Assistant Dean, Academic

DATE: March 27, 2013

RE: ANNUAL REPORT OF THE SENATE COMMITTEE ON MEDICAL QUALIFICATIONS MAY 2012 – APRIL 2013

The Senate Committee on Medical Qualifications has not met since May 31, 2012. There have been no applications for medical license under Section 64 of the Manitoba Medical Act

Members of the SCMQ are:

Dr. H. Dean, Chair, Dean of Medicine or designate
Dr. J. Keselman, Vice-President (Academic) & Provost or designate
Dr. W. Pope, appointed by the College of Physicians and Surgeons of Manitoba
Dr. A. MacDiarmid, Faculty Member, Faculty of Medicine
Dr. M. Moffatt, Faculty Member, Faculty of Medicine
Dr. E. Cowden, Faculty Member, Faculty of Medicine

HD/sv

May 15, 2013

Annual Report of the Senate Committee on Nominations

Preamble

1. The Terms of Reference for the Senate Committee on Nominations are found on the University Governance website at:

   http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

2. The Senate Committee on Nominations is responsible for recommending academic staff and student nominees for standing, *ad hoc* and special committees of Senate, as well as recommending Senate representatives on other University committees and outside boards. The Committee's recommendations are forwarded to Senate for consideration and approval.

Observation

1. Members of the Committee for 2012-2013 were: Dean Jay Doering, Prof. Yuewen Gong, Prof. Bob McIlwraith, Prof. Pam Perkins, Prof. Malcolm Smith, Prof. Carla Taylor, Prof. Sandra Kouritzin, Prof. Karen Jensen, Prof. Helen Cameron, Ms Jennifer Black (student), Ms Jessica Rebizant (student), and Prof. Marie Edwards, Chair.

2. The Committee reported to Senate at the September 5, 2012, October 3, 2012, November 7, 2012, February 6, 2013 and April 3, 2013 Senate meetings to consider academic staff nominees for vacancies on standing committees of Senate.

3. Student nominees for standing committees of Senate are prepared by a special sub-committee. Lists of nominees were received from the sub-committee and recommendations were made by the Senate Committee on Nominations at the September 5, 2012, November 7, 2012 and February 6, 2013 Senate meetings.

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

May 15, 2013

Annual Report of the Senate Planning and Priorities Committee

Preamble

1. Terms of reference for the Senate Planning and Priorities Committee (SPPC) can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html

Observations

1. Committee members (2012-2013):

   Ms. Ada Ducas (University Libraries), Ms. B. Arte (President, UMSU), Chair, Prof. M. Bartell (Management), Dr. J. Blatz (Associate Vice-President (Partnerships)), Dr. D. Collins (Vice-Provost (Academic Planning and Programs)), Mr. C. Cunningham (Acting Associate Vice-President (Administration), effective October 29 to February 25), Prof. C. Davis (Pharmacy), Prof. J. Dodd (Medicine), Prof. E. Epp (Architecture), Prof. M. Freund (Science), Prof. M. Gabbert (Arts), Ms. S. Gottheil (Vice-Provost (Students)), Dr. J. Keselman (Vice-President (Academic) and Provost), Mr. P. Kochan (Vice-President (Administration)) (September 24), Mr. A. Konowalchuk (Associate Vice-President (Administration), effective March 25), Prof. A. Shalaby (Engineering), Prof. D. Smyth (Medicine), Prof. J. Young (Education), Ms. M. Wetzel (student, Graduate Studies)

2. The work of the Committee is carried out by three sub-committees:

   Program and Curriculum Planning – Chair, Prof. M. Gabbert
   Campus Planning –Chair, Prof. E. Epp
   Finance Planning – Chair, Ms. A. Ducas

3. The Chair of SPPC and the members of the Finance Planning subcommittee are members of the President's Budget Advisory Committee (BAC). This committee contributes to discussion of the University Budget through a series of meetings scheduled in April 2013.

4. During the reporting period, the Senate Planning and Priorities Committee met on seven occasions: September 24, October 29, and November 26, 2012, and January 28, February 25, March 25, and April 29, 2013.

5. During this period, the Committee reported to Senate on the following matters:
   - proposal for a Bachelor of Arts (Honours) in Criminology, Faculty of Arts (Senate, December 5, 2012)
   - proposal for a Bachelor of Arts (Honours) in Anthropology, Faculty of Arts (Senate, January 9, 2013)
   - undergraduate enrolment targets (Senate, March 6, 2013)

6. At its meeting on November 26, 2012, the SPPC approved a motion that the Space Planning Sub-committee be renamed the Campus Planning Sub-committee.

Respectfully submitted,

Ms. A. Ducas, Chair
Senate Planning and Priorities Committee

May 15, 2013

Annual Report of the Senate Committee on Rules and Procedures

Preamble

Terms of reference for the Senate Committee on Rules and Procedures can be found at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

Observations

1. Committee members (2012-2013):

Dean J. Doering	(Graduate Studies), Chair
Ms Karen Adams	(Libraries)
Prof. J. Anderson	(Science)
Prof. K. MacKendrick	(Arts)
Ms A. Maqsood	(student, Education)

2. The Committee met once during the reporting period and participated in a number of electronic meetings.

3. The Committee reported to Senate on the following:

   - Rules for Teleconference Meetings and Resolutions in Writing for Standing and Ad Hoc Committees of Senate (Senate, November 7, 2012)

4. The Committee reviewed and made recommendations for changes to:

   - Department of Human Anatomy and Cell Science Council Bylaws
   - Department of City Planning Council Bylaws
   - Department of Medical Microbiology Council Bylaws
   - Faculty of Nursing Council Bylaws (will require Senate approval)
   - Faculty of Agricultural and Food Sciences Council Bylaws (will require Senate approval)

Respectfully submitted,

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

Preamble

The terms of reference for the Senate Committee on University Research (SCUR) can be found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.htm

Observations

The members of the Committee for 2012-2013 included: Digvir Jayas, Vice-President (Research & International), as Chair; David T. Barnard, President and Vice-Chancellor (Ex-Officio); Janice Ristock, Vice-Provost (Academic Affairs) (Ex-Officio); Gary Glavin, Associate Vice-President (Research) (Ex-Officio); James Blatz, Associate Vice-President (Partnerships) (Ex-Officio); Jay Doering, Vice Provost (Graduate Education) & Dean, Faculty of Graduate Studies (Ex-Officio); Barbara Crutchley, Director, Office of Research Services (Ex-Officio/Non-Voting); Anthony Iacopino, Dean, Faculty of Dentistry; Mark Whitmore, Dean, Faculty of Science; Jonathan Beddoes, Dean, Faculty of Engineering; Paul Hess, Director, School of Art; Lea Stirling, Professor, Faculty of Arts, Dept. of Classics; Karin Wittenberg, Professor, Faculty of Agricultural & Food Sciences; Roberta Woodgate, Professor, Faculty of Nursing; Jim Davie, Professor, Dept. of Biochemistry and Medical Genetics (and MICB); Mostafa Fayek, Professor, Clayton H. Riddell Faculty of Environment, Earth and Resources; Patricia Martens, Professor, Department of Community Health Sciences; Gordon Fitzell, Associate Professor, Faculty of Music; Rick Linden, Professor, Faculty of Arts, Dept. of Sociology; Olivier Gagne, Graduate Studies, GSA Student Rep; Sem Moreno, Graduate Studies, GSA Student Rep

1. The Committee met four times during the reporting period on May 10, 2012; September 20, 2012; December 06, 2012; and February 21, 2013. An additional meeting was convened on March 25, 2013 to review/discuss and suggest modifications to the Policy and Procedures for the "Responsible Conduct of Research".

2. The Committee reviewed and recommended to Senate approval of the following Chairs, Professorships, and Centres/Institutes:

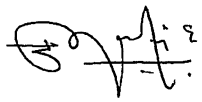
    - Endowed Chair in Immunology of Infectious Disease
    - Chair in Entrepreneurship
    - Chair in Agricultural Risk Management and Insurance
    - Professorship in Agricultural Risk Management and Insurance
    - Endowed Research Professorship in Pediatric Allergy and Asthma
    - Health, Leisure and Human Performance Research Institute (HLHP); 5-Yr Renewal (2012-2017)
    - Centre for Professional and Applied Ethics; 5-Yr Renewal (2012-2017)
    - Manitoba Institute for Materials (MIM); 5-Yr Renewal (2013-2018)

- Legal Research Institute (LRI); 3-Yr Renewal (2012-2015)
- University of Manitoba Transport Institute (UMTI); Extension (until December 01, 2014)
- Institute of Industrial Mathematical Sciences (IIMS); Dissolved/Terminated (September 5, 2012)

3. The Committee approved the membership of the Selection Committees for:
   - The Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award, 2012
   - The Rh Awards, 2012

4. The SCUR reviewed, discussed and unanimously recommended to Senate that the Responsible Conduct of Research – Code of Ethics policy be approved by Senate and recommended to the Board of Governors for their approval. The Committee also reviewed, discussed and endorsed the revised Policy and Procedures for the "Responsible Conduct of Research."

Respectfully submitted,



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

/jm

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 April 9, 2013 the Senate Committee on Awards approved ten new offers and six amended offers, and the withdrawal of three awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated April 9, 2013).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve ten new offers and six amended offers, and the withdrawal of three awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated April 9, 2013). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS
Appendix A
April 9, 2013

1. NEW OFFERS

Ames Tile & Stone Bursary

Ames Tile & Stone Limited provides an annual contribution to the University of Manitoba to offer a bursary for students in the Faculty of Architecture. The purpose of the award is to support students in the Interior Design Department. Each year, one bursary, valued at $1,000 will be offered to a student who:

(1) is enrolled full-time in any year of study in the Faculty of Graduate Studies pursuing a Master's degree in Interior Design administered by the Faculty of Architecture;

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

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

The Ames Tile & Stone Bursary continues as long as the donor provides funds. If the donor wishes to discontinue this award, the donor must notify the Financial Aid and Awards Office in writing, by March 31 in any given award year.

The selection committee shall be named by the Dean of the Faculty of Architecture.

Corinne Nemy Bursary in Natural Sciences

Enid Nemy has established an endowment fund in 2012 with an initial gift of $10,000 in honour of her sister, Corinne Nemy. The Manitoba Scholarship and Bursary fund has made a contribution to this fund. In honour of Corinne's passion for natural science, this fund will provide financial assistance to students pursuing studies in any one of the following: Astronomy or Biological Sciences in the Faculty of Science; Anthropology in the Faculty of Arts; or Geological Sciences or Physical Geography offered in the Clayton H. Riddell Faculty of Environment, Earth, and Resources at the University of Manitoba. Beginning in the 2014-2015 academic year, the annual income from the fund will be used to offer one bursary to an undergraduate student who:

(1) is a Canadian citizen who has graduated from a Manitoba high school;

(2) is registered full-time as an undergraduate student at the University of Manitoba;

(3) has completed a minimum of 30 credit hours of undergraduate study at the University of Manitoba;

(4) has a minimum degree grade point average of 2.0;

(5) has declared an Honours or Major in one of the following: Astronomy, Biological Sciences, Anthropology, Geological Sciences or Physical Geography;

(6) demonstrates financial need on the standard University of Manitoba bursary application form.

The Director of Financial Aid and Awards (or designate) will 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.

Hew Graduate Bursary

In honour of his brother, who helped finance his M.A. education at the University of Manitoba, Choy-Len Hew (M.A./65, Cert.Ed/68, B.Ed./71) has established a trust fund at the University of Manitoba to offer

an annual bursary to support graduate students studying history at the University of Manitoba. The bursary will be offered for a ten year term beginning in 2013-2014 and ending in the 2022-2023 academic year. Each year, one bursary valued at $500, will be offered to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in a Master's or Doctoral program in the Department of History at the University of Manitoba;

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

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

In the event that there are monies available in the trust fund at the end of the 10-year period, these monies will be used in the following 2023-2024 academic year to offer a final eleventh year bursary. In the eleventh year (2023-2024), the number and value of the bursary(ies) awarded arising from the remaining interest will be at the discretion of the selection committee.

The Head of the Department of History (or designate) will convene the Graduate Executive Committee for the adjudication of 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.

MCGA Scholarship

The Manitoba Classroom Guitar Association (MCGA) is a non-profit organization that advocates on behalf of music educators and classroom guitar education in Manitoba. Beginning in the 2013-2014 academic year, MCGA will provide an annual contribution of $300 for a five year term ending in the 2017-2018 academic year. The purpose of the award is to support a student in the Bachelor of Music/Bachelor of Education Integrated Program. Each year, one scholarship valued at $300 will be offered to an undergraduate student who:

(1) is enrolled as a full-time student in the Bachelor of Music program offered by the Marcel A. Desautels Faculty of Music at the University of Manitoba;

(2) has declared a guitar major;

(3) has been accepted into the Bachelor of Music/Bachelor of Education (Integrated Program);

(4) has achieved a minimum degree grade point average of 3.0.

If there are no new guitar majors entering the Bachelor of Music/Bachelor of Education (Integrated Program) in a given year, the scholarship will not be awarded.

The selection committee will be named by the Dean of the Marcel A. Desautels Faculty of Music (or designate).

MMCF – Carl Duerksen Memorial Scholarship

Through gifts received from family, friends, and colleagues of Dr. Carlos Norberto Duerksen (M.D./94), the Manitoba Medical College Foundation (MMCF) has established the MMCF – Carl Duerksen Memorial Scholarship at The Winnipeg Foundation to honour his memory. The fund will be used to provide scholarships for students in the Postgraduate Medical Education program at the University of Manitoba. The objective of the scholarship is to encourage and facilitate the personal growth of a resident through participation in a humanitarian project located outside of Winnipeg. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one or more scholarships per year to students who:

(1) are enrolled in the Postgraduate Medical Education (PGME) program at the University of Manitoba, as a resident and are in good standing;

(2) will participate in a humanitarian project located outside of the City of Winnipeg.

The selection committee will have the discretion to determine the number and value of awards each year.

Applications must include a description of the project by an appropriate Project Officer as well as the applicant's statement, which will outline the proposed involvement in the project in a one or two page summary. A letter of reference from the applicant's Program Director must be included in the application. The candidates who receive this scholarship will be eligible for reimbursement of approved expenses but no income support will be provided. No administrative expenses or institutional overhead charges will be considered. There are no restrictions on the specific nature of the project.

The selection committee will be named by the Dean of the Faculty of Medicine (or designate) in consultation with the Associate Dean (Postgraduate Medical Education). The selection committee will include the Head, Department of Anesthesia (or delegate) as Chair; the Anesthesia Residency Program Director; a second Residency Program Director appointed by the Postgraduate Associate Dean; the Anesthesia Chief Resident; a second Resident appointed by the Professional Association of Residents and Interns of Manitoba (PARIM). A representative of the Duerksen family will also be invited to join the committee.

MMCF – Dr. Jack Sheps Memorial Prize

The Manitoba Medical College Foundation (MMCF) has established the MMCF – Dr. Jack Sheps Memorial Prize at The Winnipeg Foundation. The fund will be used to advance education in psychiatry and related fields. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one prize to a student for either:

(1) submitting the best paper and presentation at the annual Department of Psychiatry Resident Research Day, or;

(2) the Department of Psychiatry Resident Educator of the Year, presented on the occasion of the Research Day.

The selection committee for this award will be named by the Dean of the Faculty of Medicine (or designate) and shall include the Head of the Department of Psychiatry (or designate).

MMCF – Dr. Sam McMorris Memorial Prize

Through gifts received from family, friends, and colleagues of Dr. Lawrence Samuel (Sam) McMorris, the Manitoba Medical College Foundation (MMCF) has established the MMCF – Dr. Sam McMorris Memorial Prize at The Winnipeg Foundation. The fund will be used to provide a prize to the resident in the University of Manitoba Pathology Residency Program who is judged to have completed the best research or clinical study in a given year as determined by the selection committee. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one prize to a student who:

(1) is enrolled in the Postgraduate Medical Education program as a resident in the Department of Pathology in the Faculty of Medicine at the University of Manitoba;

(2) has completed the best research or clinical study in the academic year for which the award is offered.

Candidates will be required to submit the following application materials:

(1) (a) abstract presented in (year) at a national or international meeting (including a summary file of the poster or presentation, e.g. in a PowerPoint file); or

(b) manuscript submitted in (year) to a peer-reviewed journal (including a copy of the letter from

the editor acknowledging receipt); or

(c) copy of manuscript published in (year) in a peer-reviewed journal;

(2) brief cover letter (250 words maximum) summarizing the contribution by the trainee to the work;

(3) letter of recommendation from the senior author (if there is one)*.

*Note: In circumstances where a senior author has participated in work submitted by more than one applicant, they will be asked to provide input concerning the relative merits of the works.

All application materials are to be electronically submitted to the Residency Program Director on or before the deadline date as determined by the department.

No resident shall be eligible to receive the prize more than once. In the absence of a suitable candidate, the prize will not be awarded and the unused revenue will be recapitalized.

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

MMCF – Dr. S. Kay Travel Award

The Manitoba Medical College Foundation (MMCF) has established the MMCF – Dr. S. Kay Travel Award at The Winnipeg Foundation. The purpose of the fund is to cover travel expenditures and /or fellowships of registered members of the Faculty of Medicine Postgraduate Surgical Program. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one award to a student who:

(1) is enrolled in the Postgraduate Surgical Program at the University of Manitoba and is in good standing;

(2) will attend a professional meeting or conference to present the results of his/her research (poster or oral presentation), or;

(3) will need to travel for the purposes of completing a fellowship.

Candidates will be required to complete the application process for travel grants associated with research.

The selection committee for this award will be named by the Dean of the Faculty of Medicine (or designate) and shall include the Head of the Department of Surgery (or designate).

MMCF – Henry Melmed Memorial Prize

Through gifts received from family and friends of Henry Melmed the Manitoba Medical College Foundation (MMCF) has established the MMCF – Henry Melmed Memorial Prize at The Winnipeg Foundation. The fund will be used to provide an annual prize for a student in the Neurology Residency program in the Faculty of Medicine, University of Manitoba, who has completed the best hypothesis-based research study. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one or more prizes to students who:

(1) have completed at least one year of study in the Neurology Residency program, in the Postgraduate Medical Education program, Faculty of Medicine at the University of Manitoba;

(2) have completed the best hypothesis-based research study in the academic session for which the award is offered.

Candidates are required to submit an application which includes:

(1) a *curriculum vitae*;

(2) an abstract of their research study;

(3) two letters of recommendation that describe the contribution(s) made by the research study.

A recipient may only receive the MMCF – Henry Melmed Memorial Prize once.

In any given year that there are no suitable candidates, the prize will not be offered.

The selection committee for this award will be named by the Dean of the Faculty of Medicine (or designate) and shall include the Head of the Section of Neurology (or designate).

MMCF – Jack Wilt Travel Award

Through gifts received from friends and family of Dr. John Charles (Jack) Wilt, as well as from medical institutions and medical conferences, the Manitoba Medical College Foundation (MMCF) has established the MMCF – Jack Wilt Travel Award at The Winnipeg Foundation. Dr. John Charles (Jack) Wilt was born in 1920 and passed away in 1989. He graduated from the University of Manitoba in 1954 with an MD. The purpose of the fund is to provide travel awards for postgraduate students in Medical Microbiology at the University of Manitoba. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba. The available earnings from the fund will be used to offer one travel scholarship to a student who:

(1) is enrolled in the Postgraduate Medical Education program in the Department of Medical Microbiology in the Faculty of Medicine and is in good standing;

(2) will attend a professional meeting or conference in order to present the results of his/her research (poster or oral presentation).

Evidence documenting the acceptance of a paper or poster presentation should be included with the request for funding. The intention of this award is to reimburse travel expenses for conference travel up to the available annual income generated by this fund.

The selection committee will be named by the Dean of the Faculty of Medicine (or designate). The selection committee shall also include the Head of the Department of Medical Microbiology (or designate).

2. AMENDMENTS

J. Edgar Rea Prize in History

The following amendments have been made to the terms of reference for the J. Edgar Rea Prize in History:

- The course name and number have been updated in the first sentence in the preamble.
- The preamble concludes with the standard wording: “Each year, a prize, valued at $100, will be offered to an undergraduate student who:”
- The second paragraph containing the biographical information has been removed from the terms of reference.
- The criteria have been amended and now read:
  (1) was enrolled full-time in any faculty or school at the University of Manitoba in the year in which the prize is tenable;
  (2) has achieved the highest grade in the course History of Winnipeg from 1870 to 2000 (currently HIST 3800).
- The sentence following the eligibility criteria has been amended to now read: “In any year the History of Winnipeg from 1870 to 2000 course is not offered, the prize will be offered to the student with the highest grade in the course Modern Canada (currently HIST 2286).”

- The words "(or designate)" have been added to the selection committee following Head of the Department of History.

John Glanville Memorial Scholarship

The following amendments have been made to the terms of reference for the John Glanville Memorial Scholarship:

- A second paragraph has been added following the preamble. It reads:

  "For the 2012-2013 academic year, the unspent allocation and the available annual interest from the fund will be used to offer 2 scholarships, valued at $2,200 each. Beginning with the 2013-2014 academic year, the available annual income from the fund will be used to offer one or more scholarships, with a minimum value of $1,500 each, to graduate students who:"
- In criterion (1), the first word "is" has been replaced with "are"; the word "full-time" has been added after the word "enrolled" and the word "specifically" has been removed.
- In criterion (2), the first word "has" has been replaced with "have"; the word "cumulative" has been replaced by the word "degree" and the words "two years of full time study" have been replaced with "60 credit hours of study (or equivalent)".
- In criterion (3), the first word "is" has been replaced by "are".
- The following new sections now follow the first set of eligibility criteria: wording for a new undergraduate scholarship including eligibility criteria; wording for years when there is insufficient income generated to award both the graduate and undergraduate scholarships; a sentence regarding unspent revenue. The new wording that has been added reads as follows:

  Beginning in 2013-2014, one scholarship, valued at $500, will be offered to an undergraduate student who:

  (1) is enrolled full-time (minimum 80% course load) in the Department of Civil Engineering;

  (2) has achieved a minimum degree grade point average of 3.5;

  (3) has taken or is registered in the Masonry Design and Construction (CIVL 4020) course.

  In the event that there is insufficient income generated in any year to offer both a minimum of one graduate scholarship and the undergraduate scholarship, the graduate scholarship will take precedence.

  The selection committee may request unspent revenue be used to supplement the graduate scholarship(s) in years when these funds are available.
- The description of the selection committee has been changed to read: "The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering to convene the selection committee for the graduate student scholarships. The selection committee for the undergraduate scholarship will be the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering."
- The standard Board of Governors paragraph has been added.

Lukasz Czarnecki Prize

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

- The name of this award has been changed to the *Lukasz Czarnecki Award.*

Mr. Justice Gerald W.J. Mercier Prize for Highest Standing in Advanced Family Law

The following amendments have been made to the terms of reference for the Mr. Justice Gerald W.J. Mercier Prize for Highest Standing in Advanced Family Law:

- Criterion (2) now reads: "has achieved the highest standing in any advanced course in Family Law.

Housing and Student Life Residence Bursary

The following amendments have been made to the terms of reference for the Housing and Student Life Residence Bursary:

- The name of this award has been changed to the *Student Residences Bursary*.
- In the preamble, two references to "Housing and Student Life" have been replaced with "Student Residences" and once reference to "Student Affairs" has been replaced with "Ancillary Services at the University of Manitoba".

Takao Tanabe Scholarship in Painting

The following amendments have been made to the terms of reference for the Takao Tanabe Scholarship in Painting:

- The award value has been revised from $2,500 to $2,400.

3. WITHDRAWALS

Bereskin & Parr Prize for Trademarks and Patents

This award is being withdrawn and replaced by two new awards, both of which will be supported annual contributions by the donor.

Hebrew Fraternal Lodge Scholarship

The Hebrew Fraternal Lodge no longer exists and the fund is now at a zero balance. The donor does not wish to offer this award any longer.

Winifred Gamble Bursary

This bursary is no longer available to students from the University of Manitoba. This has been confirmed by the University of Winnipeg who now administers this award.

March 8, 2013

Report of the Senate Committee on Academic Review RE: Undergraduate and Graduate Program Reviews

Preamble:

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at: http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm

2. At its meeting on March 8, 2013, the Committee considered the following reports from the Vice-Provost (Academic Planning and Programs) regarding academic program reviews:
   - Report on the Status of Current Graduate Program Reviews (attached)
   - Report on the Status of Current Undergraduate Program Reviews (attached).
   - Report on the Status of Externally Accredited Programs (attached)

   The Committee also considered summaries of three graduate program reviews.

Observations:

Graduate Program Reviews

1. The Committee received a Report on the Status of Current Graduate Program Reviews. Sixteen reviews are either in progress or have been initiated, as set out in the attached report.

2. The Committee considered summaries of three graduate program reviews for the M.A. and Ph.D. in Anthropology, the M.A. and Ph.D. in French, and the Ph.D. in Social Work.

3. The Committee observed that recurrent themes in graduate program reviews are the need for faculty renewal, concerns regarding students' time-to-completion, and the need for additional resources including, in particular, funds for guaranteed graduate student support. The Committee would encourage departments and faculties to consider innovative ways to bring together existing resources from a variety of sources (e.g. faculty endowment funds, faculty research funds, teaching and research assistantships, etc.) in order to guarantee support for some or all of their graduate students.

Undergraduate Program Reviews

4. The Committee received for its consideration, a Report on the Status of Current Undergraduate Program Reviews Summaries of Undergraduate Program Reviews. Fourteen reviews are either underway or have been initiated, as set out in the attached report.

Externally Accredited Programs

5. The Committee received, for consideration, a Report on the Status of Externally Accredited Programs (attached).

6. The Committee was informed that the Vice-Provost (Academic Planning and Programs) had received guidelines on the Communication of External Accreditation Reviews from one faculty, following Senate's approval of the Committee's report concerning the Communication of External Accreditation Results at its meeting on January 9, 2013.

Respectfully submitted,

David Collins, Chair
Senate Committee on Academic Review

UNIVERSITY OF MANITOBA

Senate Committee on Academic Review: Report on the Status of Current Graduate Program Reviews

Process Stage	Unit	Program	Classification	Round
1	**Review Initiated**			
	Agricultural Economics	M.Sc.		2
	Animal Science	M.Sc.; Ph.D		2
Extended	Biological Sciences	M.Sc., Ph.D.		2
	Design and Planning	Ph.D.		2
	Disability Studies	M.A., M.Sc.		1
	Economics	M.A., Ph.D.		2
	English, Film and Theatre	M.A., Ph.D.		2
	Food Science	M.Sc., Ph.D.		2
	Pharmacy	M.Sc., Ph.D.		2
	Plant Science	M.Sc., Ph.D.		2
	Religion	M.A. (JMP)		2
	Religion	Ph.D.		2
	Surgery	M.Sc.		2
2	**External Review in Progress**			
	Classics	M.A.		2
	CTL, EAFP	M.Ed.		2
	Pathology	M.Sc.		2
3	**Under Review in Program**			
	Chemistry	M.Sc., Ph.D.	3. Requires major revisions.	2
	Microbiology	M.Sc., Ph.D.	1. Continue as is.	2
	Physics and Astronomy	M.Sc., Ph.D.	2. Requires minor revisions.	2
5	**Submission to SCAR**			
	Anthropology	M.A., Ph.D.	Not provided.	2
	French, Spanish & Italian	M.A., Ph.D.	Not provided.	2
	Social Work	Ph.D.	2. Requires minor revisions.	2

UNIVERSITY OF MANITOBA

Senate Committee on Academic Review: Report on the Status of Current Undergraduate Program Reviews

Process Stage	Unit	Program	Classification	Round
1 Review Initiated				
Overdue	Architecture	Bachelor of Environmental Design, AMP (1 & 2)		1
	Fine Art	B.F.A. (Honours, General); B.F.A. (Art History) (Honours, General), Diploma; includes Art History and Major of Art History in Arts		1
	French, Spanish, and Italian	B.A. (Honours, Advanced, Major); includes French, Italian, Italian Studies and Spanish		1
	Geological Sciences	B.Sc.G.Sc. (General, Honours, Major); includes Geology and Geophysics		1
	Global Political Economy (Interdisciplinary)	B.A. (Advanced, Major)		1
	Interdisciplinary Health (Health Sciences & Studies)	B.H.Sc., B.H.St.		1
	Labour Studies (Interdisciplinary)	B.A. (Advanced, Major)		1
Overdue	Law	Juris Doctor (J.D.)		1
Extended	Music	B.Mus. (Hons., Perf., Comp., Hist.), B.Jazz, P.B.D. P., B.Mus./B.Ed.		1
	Physics & Astronomy	B.Sc. (Honours, Major); (includes Medical & Biological Physics and joint programs in Chemistry, Computer Science and Math)		1
Delayed	Political Studies	B.A. (Honours, Advanced, Major)		1
	Women's & Gender Studies (Interdisciplinary)	B.A. (Honours, Advanced, Major)		1

Process Stage	Unit	Program	Classification	Round
2	**External Review in Progress**			
	English	B.A. (Honours, Advanced, Major); includes Drama, English, Film Studies & Theatre		1
	Sociology	B.A. (Honours, Advanced, Major); includes Criminology		1
3	**Under Review in Program and Faculty**			
	Economics	B.A. (Honours, Advanced, Major); B.Sc. (Honours, Major)	2. Minor Revisions	1
Overdue	German and Slavic Studies	B.A. (Honours, Advanced, Major); includes German, Russian, Ukrainian and Central & Eastern European Studies)	Not provided.	1
Overdue	Psychology	B.A. (Honours, Advanced, Major); B.Sc. (Honours, Major)	2. Minor Revisions	1
Overdue	Religion	B.A. (Honours, Advanced, Major)	Not provided.	1

UNIVERSITY OF MANITOBA

Senate Committee on Academic Review: Report on the Status of Externally Accredited Programs

Faculty / Program	Accreditation Last Visit	Period	To
Agricultural & Food Science			
B.Sc. (Agribusiness) Agriculture Institute of Canada (AIC)	2006	5 years	2011
B.Sc. (Agriculture) Agriculture Institute of Canada (AIC)	2006	5 years	2011
B.Sc. (Agroecology) Agriculture Institute of Canada (AIC)	2006	5 years	2011
B.Sc. (Food Science) Agriculture Institute of Canada (AIC)	2006	5 years	2011
B.Sc. (Food Science) Institute for Food Technologists (IFT)	2009	5 years	2014
Architecture			
Master of Architecture (M.Arch.) Canadian Architectural Certification Board (CACB)	2009	6 years	2015
Master of City Planning (MCP) Canadian Institute of Planners (CIP); Manitoba Professional Planners Institute (MPPI)	2007	5 years	2012
Master of Interior Design (MID), First Professional Council for Interior Design Accreditation (CID)	2012	6 years	2018
Master of Landscape Architecture (MLA) Canadian Society of Landscape Architecture (CSLA)	2010	5 years	2015
Arts			
Ph.D., Psychology (Clinical) Accreditation Panel for Doctoral Programs and Internships in Professional Psychology, Canadian Psychological Association	2010	4 years	2014
Asper School of Business			
B.Com. (Hons.) Association to Advance Collegiate Schools of Business (AACSB)	2009	5 years	2014
B.Com. (Hons.), Accounting Major The Society of Management Accountants of Canada (CMA)	2012	5 yrs	2017

Faculty Program	Accreditation Last Visit	 Period	 To
B.Com. (Hons.), Co-op Program Canadian Association of Co-operative Education (CAFCE)	2012	6 years	2018
B.Sc.(Hons.), Actuarial Mathematics (joint programs with Mathematics and Statistics) Society of Actuaries (SOA); Canadian Institute of Actuaries (CIA)	2009	5 years	2014
Dentistry			
Dental Hygiene Diploma; B.Sc., Dental Hygiene Commission on Dental Accreditation of Canada (CDAC)	2007	7 years	2014
Doctor of Dental Medicine (DDM) Commission on Dental Accreditation of Canada (CDAC)	2007	7 years	2014
M.Dent. Preventive Dental Sciences (Pediatric Dentistry) Commission on Dental Accreditation of Canada (CDAC)	N/A		2014
M.Dent., DDSS (Oral & Maxillofacial Surgery and Periodontics) Commission on Dental Accreditation of Canada (CDAC)	2007	7 years	2014
M.Sc, Preventive Dental Sciences (Orthodontics) Commission on Dental Accreditation of Canada (CDAC)	2007	7 years	2014
Engineering			
B.Sc. (Biosystems, Civil, Electrical, Computer, Mechanical, Manufacturing Engineering) Canadian Engineering Accreditation Board (CEAB)	Pending		
B.Sc., Biosystems Engineering Canadian Engineering Accreditation Board (CEAB)	2010	3 years	2013
B.Sc., Civil Engineering Canadian Engineering Accreditation Board (CEAB)	2007	6 years	2012
B.Sc., Computer Engineering Canadian Engineering Accreditation Board (CEAB)	2007	5 years	2012
B.Sc., Electrical Engineering Canadian Engineering Accreditation Board (CEAB)	2007	6 years	2012
B.Sc., Manufacturing Engineering Canadian Engineering Accreditation Board (CEAB)	2007	6 years	2012
B.Sc., Mechanical Engineering Canadian Engineering Accreditation Board (CEAB)	2007	6 years	2012
Environment, Earth & Resources			
B.Env.Sci. Canadian Environmental Accreditation Commission and ECO Canada	2011	5 years	2016

Faculty / Program	Accreditation Last Visit	Period	To
Human Ecology			
B.Sc., Human Nutritional Sciences (Dietetics Program) Dietitians of Canada (DC)	2010	7 years	2017
Kinesiology & Recreation Mgmt.			
B.Kin., B.P.E. Canadian Council of Physical Education. & Kinesiology Administrators (CCUPEKA)	2011	7 years	2018
B.Kin., Athletic Therapy Program Canadian Athletic Therapists' Association (CATA)	2010	4 years	2014
Medical Rehab., School of			
B.M.R., Physical Therapy Physiotherapy Education Accreditation Canada (PEAC)	2010	5 years	2015
B.M.R., Respiratory Therapy Council on Accreditation for Respiratory Therapy Education (CoARTE)	2007	5 years	2012
Master of Occupational Therapy (MOT) Canadian Association of Occupational Therapists (CAOT)	2012	7 years	2019
Master of Physical Therapy (MPT) Physiotherapy Education Accreditation Canada (PEAC) (pre-accreditation)	Pending		
Medicine			
C.M.E. (Continuing Medical Education) Committee on Accreditation of Continuing Medical Education (CACME)	2011	6 years	2017
M.P.A.S. (Physician Assistant Studies) Canadian Medical Association (CMA)	2011	6 years	2017
Manitoba Department of Clinical Health Psychology Residency Program Canadian Psychological Association Accreditation Panel for Doctoral Programmes and Internships in Professional Psychology	2011	7 years	2017
P.G.M.E. (Post-Graduate Medical Education) Royal College of Physicians and Surgeons of Canada (RCPSC); College of Family Physicians of Canada (CFPC), Family Medicine Program	2008	6 years	2014
UGME (Undergraduate Medical Education) Liaison Committee on Medical Education (LCME); Committee on Accreditation of Canadian Medical Schools (CACMS)	2011	Unspecified	N.A.

Faculty / Program	Accreditation Last Visit	Period	To
Nursing			
Bachelor of Nursing (BN) College of Registered Nurses of Manitoba (CRNM)	2006	4 years	2016
Master of Nursing (M.N.) - Nurse Practitioner Stream College of Registered Nurses of Manitoba (CRNM)	2008	4 years	2012
Master of Nursing (M.N.). - Nurse Practitioner Stream College of Registered Nurses of Manitoba (CRNM)	Pending		
Pharmacy			
B.Sc., Pharmacy Canadian Council for Accreditation of Pharmacy Programs (CCAPP)	2007	7 years	2013
B.Sc., Pharmacy Canadian Council for Accreditation of Pharmacy Programs (CCAPP)	Pending		
Science			
B.Sc. (Hons.), Chemistry/Physics Joint Program Canadian Society of Chemistry (CSC)	2009	5 years	2014
B.Sc. and B.Comp.Sci., Computer Science Programs; (note: additional accreditation for Software Engineering Specialization) Computer Science Accreditation Council (CSAC)	2012	6 years	2018
B.Sc., Biochemistry (joint Chemistry / Microbiology) Programs Canadian Society for Chemistry (CSC)	2009	5 years	2014
B.Sc., Chemistry Programs Canadian Society for Chemistry (CSC)	2009	5 years	2014
B.Sc.(Hons.), Actuarial Mathematics (joint programs with Mathematics and Statistics and Management) Society of Actuaries (SOA); Canadian Institute of Actuaries (CIA)	2009	5 years	2014
M.Sc., Ph.D., Physics (Medical Physics) Commission on Accreditation of Medical Physics Education Programs, Inc. (CAMPEP)	2012	5 years	2017
Social Work			
Bachelor of Social Work (BSW) Canadian Association for Social Work Education (CASWE-ACFTS)	2007	7 years	2014
Master of Social Work (MSW) Canadian Association for Social Work Education (CASWE-ACFTS)	2007	7 years	2014

March 21, 2013

Report of the Senate Committee on Instruction and Evaluation RE: I.H. Asper School of Business, Revised Regulation Regarding Courses Taken on Letter of Permission

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. At its meeting on March 21, 2013, the Committee received, for information, revisions to a supplementary regulation in the I.H. Asper School of Business concerning courses taken at another institution on a letter of permission for transfer credit.

Observations:

1. Students in degree programs may complete courses at other institutions for transfer credit, provided they have received approval to complete the course on a Letter of Permission. Approval is subject to individual faculty and school regulations. See section 5.3.1 of the General Academic Regulations in the Academic Calendar.

2. A revision to the I.H. Asper School of Business's supplementary regulations precludes students from completing capstone courses for the Bachelor of Commerce (Honours) program at other institutions. A Letter of Permission will not be granted for a capstone course regardless of whether or not the course is being offered at the University in any given term.

Respectfully submitted,

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

Faculty of Management Supplementary Regulation

Received
FEB 1 1 2013
University Secretariat

CURRENT POLICY

Letter of Permission to Take Courses at Another University for Transfer Credit

Students wishing to complete courses at another institution for credit at the University of Manitoba will apply for written permission from the Registrar's Office prior to registering at the other institution. Students should apply for the Letter of Permission at least 4-6 weeks in advance.

To be eligible to take courses on a Letter of Permission, a Business student must:

i) be applying to take a course not currently offered by Asper (when applying to take a course transferred as an Asper course) in the term for which they are applying and

ii) have completed a minimum of 24 credit hours in the Asper School of Business in addition to any transfer credits received upon admission.

Grades achieved in courses taken on a Letter of Permission shall be transferred to the student's academic record and shall be included in the cumulative and degree GPA, but will not be included in a student's term GPA.

Faculty Council Amendment Approved March 12, 2010.

PROPOSED POLICY

Letter of Permission to Take Courses at Another University for Transfer Credit

Students wishing to complete courses at another institution for credit at the University of Manitoba will apply for written permission from the Registrar's Office prior to registering at the other institution. Students should apply for the Letter of Permission at least 4-6 weeks in advance.

To be eligible to take courses on a Letter of Permission, a Business student must:

i) be applying to take a course not currently offered by Asper (when applying to take a course transferred as an Asper course) in the term for which they are applying and

ii) have completed a minimum of 24 credit hours in the Asper School of Business in addition to any transfer credits received upon admission.

Students (including Asper students on an exchange program) will not be granted a Letter of Permission for capstone courses of the Bachelor of Commerce (Honours) Program or its majors (regardless if the course is or is not being offered in any term).

See the on-line University of Manitoba "Academic Calendar and Catalog", Faculty of Management/I.H. Asper School of Business, Program and Graduation Requirements, Program Requirements for Majors, for the defined capstone courses of the Bachelor of Commerce (Honours) program and its majors.

Faculty Council Amendments Approved February 1, 2013.

UNIVERSITY OF MANITOBA | Office of the University Secretary

312 Administration Building
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Tel. (204) 474-9593
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MEMORANDUM

DATE: March 20, 2013

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary

SUBJECT: ***APPROVAL OF MOTION, BOARD OF GOVERNORS MEETING – March 19, 2013***

At its meeting on March 19, 2013 the Board of Governors approved the following motions:

THAT the Board of Governors approve the Report of the Senate Committee on Awards [dated January 29, 2013].

THAT the Board of Governors approve eighteen new offers and three amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 17, 2013].

THAT the Board of Governors approve the Report of the Senate Committee on Awards – Part A [dated December 12, 2012].

THAT the Board of Governors approve the Report of the Senate Committee on Awards – Part B [dated December 12, 2012].

Copy: Shannon Coyston

JML/sf

UNIVERSITY OF MANITOBA | Office of the University Secretary

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MEMORANDUM

DATE: April 17, 2013

TO: David Barnard, President

FROM: Jeff M. Leclerc, University Secretary

SUBJECT: ***APPROVAL OF MOTION, BOARD OF GOVERNORS MEETING – April 16, 2013***

At its meeting on April 16, 2013 the Board of Governors approved the following motions:

THAT the Board of Governors approve one new offer and three amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated March 5, 2013].

THAT the Board of Governors approve the Report of the Senate Committee on Awards – Part A [dated February 27, 2013].

THAT the Board of Governors approve the Report of the Senate Committee on Awards – Part B [dated February 27, 2013].

THAT the Board of Governors approve revisions to the terms of reference for the Chair in Entrepreneurship.

Copy: Shannon Coyston

JML/sf

PRESIDENT'S REPORT: May 15, 2013

GENERAL

On Friday April 5, the University of Manitoba awarded Mr. Mark Carney, the Governor of the Bank of Canada, with an Honorary Doctor of Laws at a private ceremony at the Rideau Club in Ottawa. This special convocation was called so that the University of Manitoba was able to confer the degree upon Mr. Carney before his he begins his tenure at the Bank of England in July. Mr. Carney continues to serve as the Governor of the Bank of Canada until June 1, 2013.

At the University of Manitoba, there are numerous opportunities to recognize the incredible contributions made by our students. Three such occasions took place recently: on March 14, 2013, we were joined by the Honorable Kevin Chief, Minister of Children and Youth Opportunities in recognizing over 75 students for their leadership and contributions to the community at the Emerging Leaders Dinner 2013. Also in March, the University of Manitoba held its inaugural Three Minute Thesis (3MT) competition. The 3MT competition originated at the University of Queensland Australia in 2008. A number of other Canadian Universities also hold 3MT competitions. More than 130 master's and doctoral students responded and a group of nine finalists competed on March 6, 2013. The event showcased the excellence of our graduate students and the world-class research being conducted at the University of Manitoba. The three winners are:

- First Place: Leah (Wong) Guenther, Mechanical & Manufacturing Engineering
- Second Place: Anthony Signatore, Biological Sciences
- People's Choice: Christopher White, Physiology

On April 3, 2013, the University recognized the student groups who have voted to support their faculties through the referenda process. Eighty one guests were in attendance, including all student volunteers and the Deans/Directors of their faculties, industry representatives from the respective faculties and schools, members of COPSE and representatives from the Board of Governors.

- Students in eight faculties and schools made commitments over three years to their academic units through the student referenda process with a total of $304,350 in commitments.
- Students in seven other faculties and departments make contributions through the referenda program on an ongoing basis with a total of $810,797 in commitments.
- A gift of $1 million from Sir Gordon Wu to be directed towards the President’s Fund.

The 2013 federal budget was released on March 21, 2013 and contained investments in support of the granting councils as well as Genome Canada and the National Research Council, and indicated that the federal government will be reviewing its Indirect Costs Program. Other investments of particular interest to the University of Manitoba include funding in support of the International Education Strategy, and a new element in the federal approach to supporting infrastructure, through which universities are now eligible to compete for funding through the provincial/territorial infrastructure component of the Building Canada Fund. Additional details are included in the External Relations section of this report.

ACADEMIC MATTERS

- David Milward, law, received the K.D. Srivastava Prize by UBC Press for the his book entitled, *Aboriginal Justice and the Charter- Realizing a Culturally Sensitive Interpretation of Legal Rights*.

- Kristy Wittmeier, medicine, received the 2013 Dr. Noni MacDonald Award for her article, “Success with Lifestyle Monotherapy in Youth with New-onset Type 2 diabetes,” which was published in the March 2012 issue of Pediatrics & Child Health. The Canadian Pediatric Society’s Dr. Noni MacDonald Award is given annually and recognizes an author(s) whose article positively affected pediatrics by raising awareness of an issue, presenting new scientific research or leading to change.

- Kevin Campbell, biological sciences, was elected as a councillor to the Canadian Society of Zoologists for a three year term beginning May 2013.

- Stephanie Loewen was appointed as the University of Manitoba’s Mental Health Consultant to assist with the creation of a mental health strategy for students and staff. The strategy or framework will be based upon an assessment of our current approaches and practices to support positive mental health and an identification of areas in need of development and/or enhancement.

- Christine Cyr, aboriginal student recruitment officer, has been recognized as a Future Leader of Manitoba. She is active as a mentor and leader for Manitoba youth, working with the Post-Secondary Club program for high school students who lack of preparation, motivation and support to pursue post-secondary education. Cyr sits on several boards and committees, including United Way, Career Trek and Southeast Child and Family Services.

- Debra Parkes, law, coached a team of law students who attended the prestigious Lenczner Slaght/Canadian Bar Association’s Gale Cup Moot in Toronto. In the course of preparation, the Robson Hall team appeared in a mock appeal before Chief Justice Richard Scott on the eve of his retirement from the bench, along with Justice Richard Chartier (now Chief Justice of Manitoba) and Justice Diana Cameron. Founded in 1974, the Gale Cup Moot provides top law students from across the country with the chance to argue before three-judge panels hearing a mock appeal from a real-world decision of the Supreme Court of Canada.

- The *Food Fight at the Forks - U of M edition* took place March 15 as part of the Discover Agriculture in the City weekend. Ten teams comprised of students from Food Science and Human Nutritional Sciences competed. The winning team, which included Elisabeth Harms, Kathy Diep, Jolene Le and Meng Guo, impressed the judges with their "Sea Buckthorn Plusterz", a pretzel snack infused with sea buckthorn and dipped in white chocolate.

- For the fifth consecutive year, The Winnipeg 5 Days for the Homeless campaign was organized by the Asper School’s Commerce Students' Association and raised over $27,000. Six students, Morgan Fisher, Emily Ashley, Justin Monton, Janelle Remillard, Khrystyna Prokopovych and Colin Mcdougall braved the cold and slept outside for five nights to raise funds and awareness for homelessness in Winnipeg.

- *Let’s Talk Science* activities continue with outreach programs held in Sagkeeng First Nation, Shoal Lake First Nation, and Spring Break programs held at Garden City Shopping Centre, St. Vital Kids Club, and the Manitoba Children’s Museum.

- Kristie Lester, biological sciences**,** worked with 40 students during University Reading Week as part of the SET (Science, Engineering and Technology) Day hosted by the University of Manitoba. Grade

10, 11 and 12 students from a number of urban and rural high schools were involved in the *Hearts and Rec program,* where they learned about basic heart anatomy, performed a sheep heart dissection, listened to heart sounds, measured blood pressure, and were given the opportunity to see their own electrocardiogram tracing (EKG, ECG) using Faculty of Science lab equipment.

- Student Counselling and Career Services facilitated the first Career Week on campus in early January 2013. This event included a wide array of career focused workshops (e.g., A Practical Guide to Decision-Making, What is Graduate School, Luck isn't Everything) and was culminated by the annual January Career Fair. This year's Career Fair was attended by over 4000 students and 94 employers.

RESEARCH MATTERS

- On March 18th, the Honourable Gerry Ritz, Minister of Agriculture and Agri-Food Canada, and the Honourable Ron Kostyshyn, Minister of Agriculture, Food and Rural Initiatives (Manitoba), along with Guy Carpenter and Company, announced the new Guy Carpenter Professorship at the Asper School of Business. The Professorship will focus on Agriculture Risk Management practices, and will be co-funded by all three partners for five years. The recipient of the Professorship is Dr. Lysa Porth. The establishment of this professorship has been made possible through a generous gift of $750,000 from Guy Carpenter & Company. The research conducted by the Guy Carpenter Professorship will add tremendous value to the agriculture sector in Canada by stimulating sound and innovative risk management policy, as well as new private sector risk management and insurance initiatives. The position will also supervise graduate students in the newly created Master of Science program in actuarial mathematics. The professorship will provide significant benefit to the public and the agriculture sector resulting in more stable incomes for producers, more efficient risk management and production and enhanced food security.

- Dr. Roberta Woodgate (Nursing, Manitoba Institute of Child Health and St-Boniface Hospital Research) was awarded $925,000 for a new five-year Canadian Institutes of Health Research (CIHR) Applied Research Chair in Reproductive, Child and Youth Health Services and Policy Research. This chair will allow her to conduct innovative, high-quality applied health services and policy research focused on: children and youth living with chronic physical and mental illness; children and youth living with disabilities and complex health needs; and promoting health and access to health care for children and youth. Woodgate's chair is one of six awarded across Canada. She was ranked 1st in the competition by the reviewers.

- On March 15, 2013 the Canada Research Chairs (CRC) program announced one new and four renewed CRCs at the University of Manitoba, bringing our total to 45 CRCs. Dr. Salah Mahmud (Community Health Sciences is the newly appointed Tier 2 chair in Pharmacoepidemiology and Vaccine Evaulation. He will be using epidemiological methods to find ways to reduce the risk of developing and dying from these common cancers and infections by studying the use of widely used medications like aspirin, cholesterol lowering drugs and anti-depressants in preventing major cancers, such as prostate, colon and cervical. The four renewed Chairs are Dr. Diana Brydon (English, Film and Theatre) Tier 1 chair in Globalization and Cultural Studies; Dr. Warren Cariou (English, Film and Theatre) Tier 2 chair in Narrative, Community and Indigenous Cultures; Dr. Michelle Driedger (Community Health Sciences) Tier 2 chair in Environment and Health Risk Communication and Dr. Grant Hatch (pharmacology and therapeutics/biochemistry and medical genetics, Manitoba Institute of Child Health) and Tier 1 chair in Molecular Cardiolipin Metabolism. The new and renewed funding is worth a combined $4.3 million.

- On March 27, 2013 the recipients of the 2012 Rh Awards and the 2012 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award were celebrated at an awards presentation, reception, dinner and lecture. The Rh Awards are given to academic staff members who are in the early stages of their careers and who display exceptional innovation, leadership and promise in their respective fields. The recipients are:

    - Applied Sciences – Dr. Olanrewaju Ojo (Mechanical and Manufacturing Engineering)
    - Creative Works – Dr. Elroy Friesen (Choral Studies)
    - Health Sciences - Dr. Malcolm Doupe (Community Health Sciences/Manitoba Centre for Health Policy)
    - Humanities - Dr. Erik Thomson (History)
    - Interdisciplinary – Dr. Stephane Durocher (Computer Science)
    - Natural Sciences – Dr. Mohammad Jafari Jozani (Statistics)
    - Social Sciences – Dr. Sandy Hershcovis (Business Administration)

- The 2012 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award recipient is Dr. Kent T. HayGlass (Immunology) and Canada Research Chair in Immune Regulation. A public lecture was held following the awards dinner, entitled How Your Immune System Helps and Harms You. Dr. HayGlass has made vital contributions to our understanding of immune regulation and is a leading researcher in the field. His work has a direct impact on the health and wellbeing of millions of people who suffer from allergies. Dr. HayGlass has devoted his career to studying cytokines, a family of about 100 small molecules that control the development, activation, direction and nature of immunity. Discoveries made by Dr. Hayglass, his trainees and colleagues have shed light on what controls how our immune system reacts, why some people develop asthma or food allergies and others do not, how an ancient arm of the immune system inherited from fruit flies affects our response, and what biomarkers could provide doctors with valuable information about their patients.

- On April 2, the Canadian Institutes of Health Research (CIHR) announced the appointment of Dr. Hani el-Gabalawy as Scientific Director of the Institute for Musculoskeletal Health and Arthritis (IMHA). This appointment marks the first time the U of M will be home base for a national research institute. El-Gabalawy is an internationally-recognized leader in rheumatoid arthritis research. He is a professor of medicine and immunology in the Faculty of Medicine and holds a Rheumatology Research Chair. He has published landmark studies on synovial biology, the pathogenesis of early arthritis, and has recently established a unique First Nations cohort to study gene-environment interactions in the pre-clinical phase of arthritis. His research has been dedicated to understanding the mechanisms involved in initiating and sustaining rheumatoid arthritis and helping patients with this disorder. El-Gabalawy takes over from Acting Scientific Director, Philip Gardiner, another U of M professor, on April 15, 2013.

- On March 5, 2013, the Gaming, Graphics, Animation, and New Media Network of Centres of Excellence (GRAND) hosted a workshop at the University of Manitoba entitled "Innovation, Entrepreneurship and Digital Media Jobs Creation." This workshop brought together members of industry, researchers (including Dr. Pourang Irani (Computer Science), government, and venture companies for a series of presentations highlighting network research, funding opportunities, and technology transfer and commercialization avenues. The goal is to encourage industry and research interaction and future product development and commercialization.

- There were two international visiting delegations hosted by the University of Manitoba recently: the UK Consul General on January 23 and the Indonesian Ambassador, on March 14.

- Dr. Michael Trevan, Dean , Faculty of Agricultural and Food Science and Dr. Roman Yereniuk, Centre for Canadian-Ukrainian Studies participated in a Canadian Bureau for International Education (CBIE) led mission to the Ukraine in February 2013. The purpose of the mission was to leverage Canadian university presence and partnerships in Ukraine to help foster a deeper and more strategic relationship between Canada and Ukraine in the higher education sector. A total of fourteen Canadian university senior administrators participated, along with three CBIE administrators. Two potential outcomes that CBIE will explore with participating institutions are the establishment of a student exchange consortium network and a Canadian-Ukrainian consortium for innovation, research and entrepreneurship.

- Three researchers received a total of $161,320 for three projects from the Natural Sciences and Engineering Research Council of Canada (NSERC). The projects which received greater than $25,000 are:

Researcher	Sponsor	Project Title	Funding
Chen, Ying (Biosystems Engineering)	NSERC Collaborative Research & Development (CRD) Grant	Development of seed openers using modeling and experimental approaches	$111,320
Gorczyca, Beata (Civil Engineering)	NSERC Engage Grant	Optimization of chemical coagulation pre-treatment to prevent nanofilter fouling	$25,000
Shafai, Cyrus (Electrical and Computer Engineering)	NSERC Engage Grant	MEMS mirror elements for optical-based gas analysis system	$25,000

- Two investigators have received a total of $125,807 for one project from the Networks Centres of Excellence. The project is:

Researcher	Sponsor	Project Title	Funding
Garland, Allan (Internal Medicine); Ramsey, Clare (Internal Medicine)	Technology Evaluation in the Elderly Network (TVN)	Sex differences in admission to intensive care units: the role of social support factors	$125,807

- Eight researchers received a total of $800,017 for projects from several sponsors. The projects which received greater than $25,000 are listed below:

Researcher	Sponsor	Project Title	Funding
Beta, Trust (Food Science), Arntfeld Susan (Food Science)	Western University -	Malawi Farmer-to-Farmer Agroecology Project	$169,000
Brownell, Marni (Community Health Sciences)	Public Health Agency of Canada	Validation study on administrative data in Manitoba for the purpose of ASD surveillance	$150,000
Holley, Richard (Food Science)	Manitoba Agriculture, Food & Rural Initiatives	Molecular identification of the myrosinase-like activity in E. Coli O157:H7 responsible for the lethal conversion of glucosinolates to isothiocyanates	$72,820
Jones, Peter (Food Science)	Manitoba Association of Agricultural Societies/ARDI	Efficacy and safety of a plant sterol-fortified low-fat milk on plasma lipid and plant sterol levels in humans	$70,000
Jones, Peter (Food Science)	Saskatchewan Pulse Growers	1. Identifying the key components responsible cholesterol-lowering of beans and peas 2. Determining the physiological efficiency of pea fraction in relation to cholesterol and lipid lowering	$193,200
Lawley, Chad (Agribusiness and Agricultural Economics)	Manitoba Agriculture, Food & Rural Initiatives	Examining BMP adoption in Manitoba and Ontario	$29,997
Miller, Donald (Pharmacology & Therapeutics)	Vireo Resources	Evaluation of skin permeability and compatibility of Aminoactive topical product	$25,000

Stern, Gary (Centre for Earth Observation Science)	Aboriginal Affairs and Northern Development Canada	Baselines, accumulations, cycling and potential effects of hydrocarbons in Beaufort sediments and biota	$90,000

ADMINISTRATIVE MATTERS

- The Office of the Vice-President (Administration) welcomed **Andrew Konowalchuk**, the new Associate Vice-President (Administration), to the University on Monday, March 11th. Andrew comes to the University of Manitoba from the Winnipeg Regional Health Authority (WRHA), where he served as the Regional Director, Capital Planning. Andrew is an alumnus of the University of Manitoba and holds a Master of Architecture Degree and a Bachelor of Environmental Studies Degree. Andrew is a member of the Royal Architectural Institute of Canada, the Manitoba Association of Architects, and the Canadian Healthcare Engineering Society and Construction Specifications Canada.

- Deadline for submissions for the **Visionary (re)Generation International Urban Design** was March 11, 2013. Forty-three (43) submissions were received. Jury shortlist will occur on April 29th and 30th in Winnipeg, up to seven (7) selected finalists will advance to Phase 2 – a more detailed design phase.

- A design firm has been retained to develop the **Wayfinding** brand, design guidelines, kiosk/signage specs and construction design for exterior vehicular and pedestrian wayfinding products. The design process will take approximately 5 ½ months to complete. Once completed, physical wayfinding product will be purchased and installed on a multi-year basis.

- The **Bannatyne Campus Master Plan** Engagement process continues and to-date over 200 people have been involved in the engagement process, with additional meetings and large events to still take place. While most engagement activity has focused on the University community, the next round of engagement focuses on the surrounding neighbourhood. All engagement feedback is being tabulated and will be used to draft the final Bannatyne Plan, expected to be completed in June 2013.

- The **Brodie Atrium** re-opened on March 4, 2013 following the repair to some of the panel support cables on the suspended acoustic panels. A Certifying Engineer has inspected the repair and provided an official letter of certification on the panel support system on March 18, 2013. We anticipate receiving final project close out submittal documentation shortly thus bringing the Brodie acoustic panel project to a satisfactory end.

- The Canadian Institute of Steel Construction held the **2013 Alberta Steel Design Awards of Excellence** on March 21st in Edmonton, Alberta. The Pembina Hall Student Residence Building was a project finalist in the categories of Architectural, Industrial, Engineering, Sustainability, Building Communities and Steel Edge. The Pembina Hall Student Residence building received the award in the category of Sustainability. The award was based on its low impact footprint and interrelationship with adjacent buildings. The entry was made by Supermetal, the steel supplier for the project and the design team was Raymond S.C. Wan Architects and Crosier Kilgour & Partners, Structural Engineers. Andrew Konowalchuk, Associate Vice-President (Administration), represented the University of Manitoba at the awards ceremony.

- The Patrol Officers and Supervisors of Security Services represented by AESES (UMSS) will vote in early April on a two (2) year **Collective Agreement** from September 15, 2012 to September 12, 2014. The proposed agreement contains salary increases of 2.9% on September 15, 2012 and 2.9% increase on September 14, 2013. These increases follow two (2) consecutive years of no salary increases.

- The University and AESES have recently reached an **Agreement on Distribution of Adjustment Pool** of $215,000 for use in recruitment and retention adjustments to specific classifications which are effective April 6, 2013. This process was negotiated in the 3rd year of a 4 year agreement which expires in April of 2015.

EXTERNAL MATTERS

- A 60-page hardcover book was designed and created by the Marketing Communications Office to articulate the story of the University of Manitoba. The book is based on the brand story presentation that describes how the university and its people have been shaped by our province. Cinematic photography of our campus, students and researchers is paired with images from the advertising campaign to tell the story of how the U of M shapes those who come here to become the trailblazers, innovators and visionaries they were meant to be. This book will serve as an elegant gift for alumni, prospective and current donors, and friends of the university.

- As of April 5, 2013 the university has raised $20,290,528.84 in this fiscal year.

- On March 4, President David Barnard, Vice-President (External) John Kearsey, Director Leah Janzen and Government Relations Associate Tyler MacAfee met with Finance Minister Stan Struthers in advance of the upcoming provincial budget (April 16). Also in attendance were Minister of Advanced Education and Literacy, Erin Selby and MLA for Fort Richmond, James Allum. Following the meeting the group was led on a tour of the Biomedical Engineering Lab by graduate student Cam Kaye.

- On March 12th, Joy Smith, MP (Kildonan-St. Paul) announced funding for 18 new health research projects in the Province of Manitoba that are affiliated with University of Manitoba researchers, related to child health services, end of life care, Alzheimer's disease, kidney transplantation and cancer care, on behalf of Leona Aglukkaq, Minister of Health.

- On March 21st, the federal budget *Economic Action Plan 2013* was released. Within it were several important highlights:
    - $37 million dollars in new annual support for research partnerships with industry through the granting councils.
    - Examination of the coverage of Indirect Costs Program, and possibly extending benefits to postsecondary institutions through consultations with the AUCC.
    - Additionally $225 million dollars to be allocated to the Canadian Foundation for Innovation (funding derived from accrued interest).
    - $165 million in multi-year support to Genome Canada.
    - $60 million over five years to support high-performance business incubators and accelerators.
    - $121 million dollars over two years to the National Research Council to help the growth of innovative businesses in Canada.

- $110 million over four years to the creation of an Aerospace Technology Demonstration Program, a portion of which will be allocated to research costs at postsecondary institutions.
- $10 million dollars for international branding of Canadian postsecondary institutions, and $13 million over two years to the Mitacs Globalink Program to attract highly promising international students to Canada.
- Eligibility for postsecondary institutions to apply for infrastructure funding through the Provincial-Territorial Component of the new Building Canada Fund.
- $42 million over two years to support enhanced processing capacity within the Temporary Resident Program to ease international student visa processing.
- $10 million over two years to *Indspire* to support postsecondary education support for First Nations and Inuit students.

- The seventh event of our award-winning Visionary Conversations series for 2012-2013 was held on Wednesday, March 20, 2013. The title of the discussion was *'The Arts: Foundation of a Vibrant Community'* and the featured panelists included Jeff Melanson, President, The Banff Centre; Edmund Dawe, Dean, Marcel A. Desautels Faculty of Music; Paul Hess, Director, School of Art; George Toles, Professor, English, Film and Theatre, Faculty of Arts; Francine Morin, Head and Professor, Curriculum, Teaching and Learning, Faculty of Education.

- On March 5th, External Relations organized a President's Breakfast with school principals for an informal conversation about meeting the education needs of today's youth. This event provided a great opportunity to talk about issues affecting the education community and share their thoughts, ideas and concerns about youth education in Winnipeg. The event was attended by eight school principals and two students.

- The University of Manitoba Board of Governors has three positions which are elected through a process managed by the Alumni Association Inc. At its meeting on March 19, the Board of governors approved the appointment of Ms. Gwen Hatch as a member of the Board of Governors, elected by the graduates of the University, for a term from June 2013 to May 31, 2016.

- Dr. Arnold Naimark is being inducted into the Canadian Medical Hall of Fame on May 2, 2013 in Halifax. An alumni event will be held May 2 in Halifax and Dr. Naimark will speak at this event prior to his induction into Canadian Medical Hall of Fame.

- The Alumni Engagement and Preferences Survey final report has been received. Ray Satterthwaite from Engagement Analysis Inc. will present at the April 11 Provost's Council regarding results of the survey. Some highlights include:
  - In terms of engagement UM is below the national average -overall, engagement is unchanged from the previous 2009 engagement study
  - UM engagement is 8%, the Canadian average engagement is 11%
  - Alumni who are Indigenous have a slightly higher level of engagement than the overall population
  - Donors are more engaged than non-donors
  - There is a significant difference in engagement between males and females. There is higher engagement for males (9.3%) vs females (5.5%)
  - Results indicate that the marketing campaign has helped increase positive response to Academic and Pride questions
  - Lifelong learning is the area that is of most interest to alumni and is strong across all ages

Preliminary information indicates that there should be a focus on:

- Younger alumni
- Female alumni (lower engagement)
- Alumni living within 50km
- Lifelong Learning
- Reunions and Faculty Events
- Volunteers
- Communication

External Relations will use this data in partnership with faculties, departments, colleges and schools to work together in developing strategies to engage alumni and advance the University of Manitoba.

May 1, 2013

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

Dean Jeffery Taylor will be the Speaker for the Executive Committee for the May 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 April 9, 2013, the Senate Committee on Awards reviewed four new offers that appear 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 April 9, 2013).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve four new offers, as set out in Appendix A of the *Report of the Senate Committee on Awards- Part B* (dated April 9, 2013).

Respectfully submitted,

Dr. Phil Hultin
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
April 9, 2013

1. NEW OFFERS

Joe Morsette Memorial Bursary

In memory of Joe Morsette, his daughter Shelley and her family have established an annual bursary in his name. The purpose of this fund is to provide financial assistance to Aboriginal students enrolled in undergraduate programs at the University of Manitoba. Each year, one bursary valued at $500, will be offered to an undergraduate student who:

(1) is Aboriginal (Status, non-Status, Métis, Inuit);

(2) is enrolled full-time in any year of study, in any faculty or school, at the University of Manitoba;

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

The selection committee shall be named by the Director, Financial Aid and Awards.

(Attachments I and II)

Pauline and Roger Presland Bursaries in Aboriginal Business Education

Pauline and Roger Presland will offer an annual gift totaling $10,000 to offer two bursaries a year beginning in the 2013-2014 academic year. The aim of the bursaries is to provide support to students enrolled in the Aboriginal Business Education Partners (ABEP) program in the I.H. Asper School of Business at the University of Manitoba. Each year, two bursaries, valued at $5,000 each, will be offered to undergraduate students who:

(1) are members of the Aboriginal Business Education Partners (ABEP) program in the I.H. Asper School of Business at the University of Manitoba;

(2) have a record of satisfactory academic achievement which is defined as:

  (a) for first year students, meet the minimum admission requirements for the I.H. Asper School of Business Direct Entry Program Option at the University of Manitoba;

  (b) for continuing students, a minimum degree grade point average of 2.0;

(3) are enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business in the year in which the bursary is tenable;

(4) have demonstrated financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office at the University of Manitoba.

The bursaries are renewable provided that the recipients:

(1) continue to be members of the Aboriginal Business Education Partners (ABEP) program;

(2) are enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business;

(3) have achieved a minimum degree grade point average of 2.0;

(4) continue to demonstrate financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office.

Only two recipients may hold the bursaries at any one time. In the event that a recipient does not qualify for the renewal, a new recipient will be selected based on the first set of eligibility criteria.

The funds for each bursary will first be applied to the recipients' tuition fees. In the event that there are funds remaining once those expenses have been paid, the recipient will receive a cheque from the Financial Aid and Awards office intended to offset the costs of books and course supplies.

The donors will notify the Financial Aid and Awards office at the University of Manitoba by no later than March 31 in any year they wish to discontinue this award.

The selection committee shall be named by the Director of the Aboriginal Business Education Partners (ABEP) program (or designate) and may include the Director of Financial Aid and Awards (or designate).

(Attachments III and IV)

Pauline and Roger Presland Scholarship in Aboriginal Business Education

Pauline and Roger Presland will offer an annual gift of $15,000 to offer one scholarship beginning in the 2013-2014 academic year. The aim of the scholarship is to provide support to a student enrolled in the Aboriginal Business Education Partners (ABEP) program in the I.H. Asper School of Business at the University of Manitoba. Each year one scholarship, valued at $15,000, will be offered to an undergraduate student who:

(1) is a member of the Aboriginal Business Education Partners (ABEP) program in the I.H. Asper School of Business at the University of Manitoba;

(2) has a high record of academic achievement which is defined as:

  (a) for first year students, meet the minimum admission requirements for the I.H. Asper School of Business Direct Entry Program Option at the University of Manitoba;

  (b) for continuing students, a minimum degree grade point average of 3.0;

(3) is enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business in the year in which the scholarship is tenable.

Candidates will be required to participate in an interview process conducted by faculty and staff members involved with the Aboriginal Business Education Partners (ABEP) program. Candidates will be selected based on the interview and the above eligibility criteria.

The scholarship is intended to support most of the academic and room and board expenses incurred during the regular academic session. The funds will first be applied to the recipient's tuition fees, residence fees and a meal plan for the academic year in which the scholarship is tenable. In the event that there are funds remaining once those expenses have been paid, the recipient will receive a cheque from the Financial Aid and Awards office intended to offset the costs of books and course supplies.

In years when on-campus residence cannot be obtained by the recipient due to high demand, funds allocated to academic and room and board expenses will be disbursed in monthly installments by the Financial Aid and Awards office to be used for off-campus housing and meals.

The scholarship is renewable provided that the recipient:

(1) continues to be a member of the Aboriginal Business Education Partners (ABEP) program;

(2) is enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business;

(3) has achieved a minimum degree grade point average of 3.0.

Only one recipient may hold the scholarship at any one time.

The donors will notify the Financial Aid and Awards office at the University of Manitoba by no later than March 31 in any year they wish to discontinue this award.

The selection committee shall be named by the Director of the Aboriginal Business Education Partners (ABEP) program (or designate) and may include the Director of Financial Aid and Awards (or designate).

(Attachments IV and V)

Roger Blanchette Bursary

In honour of Roger Blanchette, on the occasion of his retirement from his position as Vice-President of Financial Reporting, Investors Group Inc., his colleagues have made a one-time contribution of $1,350 to offer the Roger Blanchette Bursary at the University of Manitoba. In the 2013/2014 academic year only, one bursary valued at $1,350 will be offered to an undergraduate student who:

(1) is a member of the Aboriginal Business Education Partners (ABEP) program in the I.H. Asper School of Business at the University of Manitoba;

(2) has completed at least one year of full-time study (minimum 24 credit hours) at the University;

(3) is enrolled full-time (minimum 24 credit hours) in the I.H. Asper School of Business with a major in accounting in the year in which the bursary is tenable;

(4) has achieved a minimum degree grade point average of 2.5;

(5) has demonstrated financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office at the University of Manitoba.

The selection committee will be named by the Director, Aboriginal Business Education Partners (ABEP) program (or designate).

(Attachments IV and VI)

UNIVERSITY OF MANITOBA | Enrolment Services

421 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
telephone (204) 474-8820
facsimile (204) 474-7554

January 29, 2013

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

Dear Dr. Hultin,

Enrolment Services is happy to support the establishment of the Joseph Morsette Memorial Bursary. When comparing the numbers in the table below to the number of self-declared Aboriginal people in the general Manitoba population (15%), it becomes clear that Aboriginal students are under-represented at the University of Manitoba.

Year (Fall)	Number of Aboriginal students (undergraduate)	% Aboriginal
2012	1933	7.7%
2011	1876	7.7%
2010	1771	7.4%
2009	1748	7.4%
2008	1638	7.3%

As an institution, I know that we're all committed to increasing the number of Aboriginal students on our campuses. Awards such as this will provide support to Aboriginal students which will contribute to meeting our goals and more importantly will contribute to the success of individual Aboriginal students.

Sincerely,

Jeff Adams
Executive Director
Enrolment Services

ABORIGINAL STUDENT CENTRE

February 6, 2013

Dr. David Kuhn
Chair of the Senate Committee on Awards
c/o Ms. Heather Long
Awards Establishment Coordinator
422 University Centre

Dear Dr. Kuhn & Senate Committee:

Please accept this letter as formal support for the proposed Joe Morsette Memorial Bursary designated for Aboriginal students pursuing a degree at the University of Manitoba.

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 Joe Morsette Memorial Bursary is an example of how individuals can support the University of Manitoba and the Aboriginal community, by contributing to areas they feel are important and/or show significant underrepresentation. Aboriginal students represent 7.7% of the undergraduate population at the University of Manitoba and this is a clear underrepresentation of our community.

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 their degree at the University of Manitoba.

In education, miigwetch!

Kali Storm, Director
Aboriginal Student Centre

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STUDENT AFFAIRS

UNIVERSITY OF MANITOBA

UNIVERSITY OF MANITOBA | Asper School of Business

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Fax 204-474-7928
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February 4, 2013

Dr. David Kuhn
Chair, Senate Committee on Awards
c/o Candace Préjet
Awards Establishment Officer
417 University Centre

RE: Pauline and Roger Presland Bursary in Aboriginal Business Education

Dear Dr. Kuhn:

The I.H. Asper School of Business strongly supports the establishment of the Pauline and Roger Presland Bursary in Aboriginal Business Education. In the Fall Term 2012, our School's self-declared Aboriginal student population was 3.4% of total enrollment, compared to the University of Manitoba average of 7.7%. Thus, we are clearly under-represented compared to the University average and the general Manitoba population.

To provide further context, please see enrollment data for the 2007-2012 period:

Asper School of Business
Registered in B.Comm.(Honours) Program:

Year	Number of Aboriginal Students	Total Student Population	% Aboriginal
2012	59	1742	3.4%
2011	62	1698	3.7%
2010	62	1604	3.9%
2009	59	1637	3.6%
2008	51	1601	3.2%
2007	39	1530	2.5%

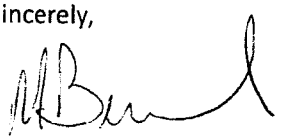
AWARDS OFFICE
FEB 0 6 2013
UNIVERSITY OF MANITOBA

/continued

The Asper School is committed to increasing the number of Aboriginal students in our school. To this end, we have put in place a number of measures to raise the proportion of Aboriginal students in our faculty. Increasing the number of bursaries, scholarships, and awards directed at Aboriginal students is a critical part of this strategy. These bursaries will provide our school with the opportunity to recruit and retain Aboriginal students at the University of Manitoba. As such, it will continue to help us meet our goal of raising the proportion of Aboriginal students in our faculty.

We are confident that these bursaries will provide an incentive to attract and retain Aboriginal students at the Asper School of Business. We therefore believe that the nature of this award is justifiable.

Sincerely,



Michael Benarroch

ABORIGINAL STUDENT CENTRE

March 26, 2013

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

Dear Dr. Kuhn & Senate Committee:

Please accept this letter as formal support for the proposed bursaries and scholarship designated for Aboriginal students pursuing their degree in the Asper School of Business. There is the Pauline and Roger Presland Scholarship in Aboriginal Business Education, the Pauline and Roger Presland Bursaries in Aboriginal Business Education, the Roger Blanchette Bursary, and the Tribal Councils Investment Group Bursary. All these proposed bursaries and scholarships are valuable and have the support of the Aboriginal Student Centre.

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 Pauline and Roger Presland Scholarship and Bursaries, the Roger Blanchette Bursary and the Tribal Councils Investment Group Bursary are all examples of how individuals and organizations can support the University of Manitoba, and the Aboriginal community, by contributing to areas they feel are important and/or show significant underrepresentation. The number of Aboriginal students pursuing a degree in the area of Business at the University of Manitoba is substantially smaller at 3.4% than the overall Aboriginal student population of 7.2%. Given the overall percentage of Aboriginal students is much smaller than our representation in the community (locally, provincially and nationally) I strongly support the need to offer the above proposed scholarship and bursaries to assist with the noted underrepresentation.

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 through the Asper School of Business.

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

STUDENT AFFAIRS
creating opportunities for student success

UNIVERSITY OF MANITOBA

UNIVERSITY OF MANITOBA | Asper School of Business

Michael Benarroch, PhD
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314 Drake Centre
181 Freedman Crescent
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Canada R3T 5V4
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Fax 204-474-7928
Email: Dean_AsperSchool@UManitoba.ca

February 4, 2013

Dr. David Kuhn
Chair, Senate Committee on Awards
c/o Candace Préjet
Awards Establishment Officer
417 University Centre

RE: Pauline and Roger Presland Scholarship in Aboriginal Business Education

Dear Dr. Kuhn:

The I.H. Asper School of Business strongly supports the establishment of the Pauline and Roger Presland Scholarship in Aboriginal Business Education. In the Fall Term 2012, our School's self-declared Aboriginal student population was 3.4% of total enrollment, compared to the University of Manitoba average of 7.7%. Thus, we are clearly under-represented compared to the University average and the general Manitoba population.

To provide further context, please see enrollment data for the 2007-2012 period:

Asper School of Business
Registered in B.Comm.(Honours) Program:

Year	Number of Aboriginal Students	Total Student Population	% Aboriginal
2012	59	1742	3.4%
2011	62	1698	3.7%
2010	62	1604	3.9%
2009	59	1637	3.6%
2008	51	1601	3.2%
2007	39	1530	2.5%

AWARDS OFFICE
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UNIVERSITY OF MANITOBA

/continued

The Asper School is committed to increasing the number of Aboriginal students in our school. To this end, we have put in place a number of measures to raise the proportion of Aboriginal students in our faculty. Increasing the number of bursaries, scholarships, and awards directed at Aboriginal students is a critical part of this strategy. This scholarship will provide our school with the opportunity to recruit and retain Aboriginal students at the University of Manitoba. As such, it will continue to help us meet our goal of raising the proportion of Aboriginal students in our faculty.

We are confident that this scholarship will provide an incentive to attract and retain Aboriginal students at the Asper School of Business. We therefore believe that the nature of this award is justifiable.

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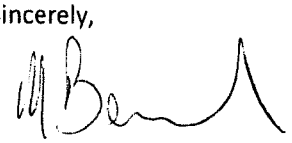

Michael Benarroch

ABORIGINAL STUDENT CENTRE

March 26, 2013

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Chair of the Senate Committee on Awards
c/o Ms. Candace Prejet
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422 University Centre

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February 4, 2013

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Chair, Senate Committee on Awards
c/o Candace Préjet
Awards Establishment Officer
417 University Centre

RE: Roger Blanchette Bursary

Dear Dr. Kuhn:

The I.H. Asper School of Business strongly supports the establishment of the Roger Blanchette Bursary. In the Fall Term 2012, our School's self-declared Aboriginal student population was 3.4% of total enrollment, compared to the University of Manitoba average of 7.7%. Thus, we are clearly under-represented compared to the University average and the general Manitoba population.

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/continued

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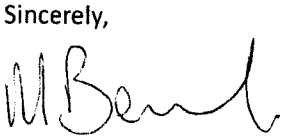

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UNIVERSITY OF MANITOBA

Université de Saint-Boniface

Bachelor of Arts Honours Program in International Studies

Executive Summary

- Université de Saint-Boniface (USB) is proposing a new Bachelor of Arts Honours Program in International Studies (4 years – 120 credit hours) to begin in September 2014, provided sufficient financing is granted by the Council on Post-Secondary Education.
- No other University in Manitoba offers a similar Honours B.A. program.
- The program is built around the study of human rights, international development and international relations. Also, some elective courses will be offered on topics such as international trade, international organisations, intercultural psychology and other related subjects. Two optional work placements will be available in the fourth year of the program.
- The Faculty of Arts at USB already offers a General B.A. with a Major in International Studies (42 credit hours).
- This interdisciplinary program draws on resources already available in many departments of the Faculty of Arts (Political Studies, History, Sociology, Anthropology, Geography, etc.) and requires the addition of only one (1) full time position in Political Studies.
- Since this program in International Studies is heavily weighted towards Political Studies, it will allow USB to introduce a Single Honours program (108 credit hours) and an Advanced Major (48 credit hours) in Political Studies (separate proposal).
- This program requires the introduction of 19 new 3 credit-hour courses (6 in International Studies – INTL and 13 in Political Studies – POLS).
- After University I (or direct entry to the Faculty of Arts), students must complete 54 credit hours of mandatory courses and 36 credit hours of electives.
- All UM Faculty of Arts regulations for the Honours B.A. degree will apply to this program.

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

Council for Post-Secondary Education

STATEMENT OF INTENT

☐ Brandon University
☐ University of Manitoba
☐ University of Winnipeg
☒ Université de Saint-Boniface
☐ Assiniboine Community College
☐ University College of the North
☐ Red River College

Program Overview

Program Name: Bachelor of Arts Honours Program in International Studies

Credential to be offered: Bachelor of Arts (Honours) in International Studies

Does the program require accreditation from a licencing group? NO

Length of program: 4 years (120 credit hours)

Proposed program start date: 01 / 09 / 2014

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

The Department of Social Sciences (Faculty of Arts) will have responsibility for this program.

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

☒ High
☐ Medium
☐ Low

Is this a new program? YES

Is this a revision of an existing program? NO

We already offer a general Bachelor of Arts (major – 42 credit hours) in International Studies. The three-year (3) program remains unchanged. We are simply adding a fourth year so that our students can obtain an Honours B.A. in International Studies.

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

Will this program have a co-operative education component? NO

Although it is not a co-operative type of program, two (2) optional work placements of 3 credit hours each are available in the fourth year of the program to give students

the opportunity to work with various organizations or companies, either outside the country, within Canada or in Manitoba. In addition the course entitled *POLS 4771 Activité préparatoire en vue de la simulation des Nations Unies* (Preparation for United Nations Simulation) allows those students who so desire to take part in the "National Model United Nations (NMUN)" held each year in New York.

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

USB has a policy to recognize prior learning.

Will there be distance delivery options? NO

Will this program be delivered jointly with another institution? NO

Several of the core courses (1st and 2nd year), compulsory and optional ones, are available in English at the University of Manitoba, with which USB is affiliated.

Are similar programs offered in Manitoba or other jurisdictions? NO

No other program of this kind exists in Manitoba. Both Menno Simons College (MSC), which is affiliated with the University of Winnipeg, and the University of Manitoba (UM) offer programs with international content. These two programs differ from the one proposed here in that the MSC program focuses on international development and the UM program on commerce and international business. Further, the International Studies program proposed here is the only one of its kind on the Prairies, and in all of Western Canada from Manitoba to British Columbia, to be taught in French. Most universities that offer a B.A. program with a significant component in international studies concentrate on international commerce, international development or international relations. Our program covers these areas, but also takes up the question of human rights. With the imminent opening of the Canadian Museum for Human Rights here in Winnipeg, our program is well positioned to establish collaboration opportunities with the Museum, and this will certainly provide employment opportunities for graduates.

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

Taking into account the fact that this program is of an interdisciplinary nature, the policy for credit transfer should allow arts students from other universities to integrate easily into it. Among the majors and minors relevant to this program and for which course credits could be transferred are: anthropology, philosophy, economics, geography, history, languages, religion, political studies and sociology.

Specific Program Information

1. Program Description

Describe the program and its objectives:

The Bachelor of Arts (Honours) in International Studies offers an opportunity to do a thorough examination of internationally-related subjects and allows for a systematic approach in an interdisciplinary environment. In the context of increasing globalization, the integration of interdisciplinary and multicultural knowledge has become a vital necessity. This program will enable students to develop critical thinking with respect to politics and economics, as well as social and cultural issues.

The program will enable students to acquire the following knowledge, skills and attitudes:

- A general understanding of the world, world issues and the relationships between societies and cultures.
- Knowledge of contemporary political, economic, social and cultural issues.
- Awareness of the key issues related to International Studies, such as how conflicts develop, the mechanisms for conflict resolution, human rights and international law, international political economy, environmental issues and cultural differences.
- Critical thinking with respect to international issues.
- A set of methodological tools specific to different disciplines.
- Functional bilingualism in Canada's two official languages.
- Personal qualities such as empathy, critical thinking, analysis, and creativity, which are now necessary to pursue an international career.
- An increased appreciation of the effects of diversity and the intercultural and multicultural social contexts in which we function.

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

The proposed program is a four-year honours degree consisting of 120 credit hours. After a first year of broad study (University I or direct entry to the Faculty of Arts), students must complete 54 compulsory credit hours and 36 optional credit hours in years 2, 3 and 4 of the program. The following table shows the list of compulsory and optional courses for each of the program's four years.

Outline of program requirements

Year 1 - University I (30 credit hours)

Langues	FRAN 1001 et ENGL 1061 et ENGL 1071 (selon les résultats obtenus au profil linguistique)	(6)
Mathématiques /	Sciences (dont 3 crédits en MATH)	(6)
ARTS 1111	Introduction à l'université	(3)
ECON 1021	Introduction à la macroéconomie	(3)
INTL 1011	Introduction aux Études internationales	(3)
PHIL 1291	Pensée critique	(3)
POLS 1503	Introduction à la politique I	(3)
POLS 1505	Introduction à la politique II	(3)

Year 2 and 3 (60 credit hours)

Compulsory courses : 39 credit hours

ANTH 1221	Anthropologie culturelle	(3)
FRAN 1091	Rédaction universitaire	(3)
GEOG 1281	Introduction à la géographie humaine	(3)
HIST 2671	Histoire du capitalisme	(3)
HIST 3011	La guerre au 20^{e} siècle	(3)
HIST 3141	Histoire de la démocratie	(3)
INTB 2201	Introduction au management international	(3)
PHIL 2841	Éthique de la guerre et de la paix	(3)
POLS 2043	Introduction à la politique globale I	(3)
POLS 2045	Introduction à la politique globale II	(3)
POLS 3251	Économie politique internationale	(3)
POLS 3771	Organisations internationales : L'ONU et ses institutions spécialisées	(3)
POLS 3181	Droits humains dans le système mondial	(3)

Optional courses : 21 credit hours

ANTH 3381	Problèmes sociaux contemporains et l'anthropologie	(3)
ANTH 3751	Globalisation et mondialisation	(3)
GEOG 1291	Introduction à la géographie physique	(3)
GEOG 2651	Géographie politique 1	(3)
GEOG 2661	Géographie politique 2	(3)
GEOG 3421	L'eau, enjeu géostratégique	(3)
GEOG 3821	Les territoires de la francophonie mondiale	(3)
GEOG 3841	Les espaces francophones de l'Afrique, de l'Asie et de l'Océanie	(3)
GRMN 1121	Introduction à l'allemand	(6)
GRMN 2101	Allemand intermédiaire	(6)
HIST 3301	Histoire du terrorisme contemporain	(3)
INTL 3011	Sujets particuliers en Études internationales I	(3)
INTL 3151	Sujets particuliers en Études internationales II	(3)
PHIL 2301	Philosophie politique	(6)
POLS 2003	Introduction à la politique comparée I	(3)
POLS 2005	Introduction à la politique comparée II	(3)
POLS 2513	Pensée politique classique	(3)

POLS 2515	Pensée politique moderne	(3)
POLS 3141	Sujets particuliers en politique 1	(3)
POLS 3151	Sujets particuliers en politique 2	(3)
RLGN 1323	Introduction aux religions du monde I	(3)
RLGN 1325	Introduction aux religions du monde II	(3)
SOC 1211	Introduction à la microsociologie	(3)
SOC 1221	Introduction à la macrosociologie	(3)
SOC 2311	Choix de problèmes sociaux	(3)
SOC 3571	Inégalités sociales	(3)
SPAN 1171	Introduction à l'espagnol I	(3)
SPAN 1191	Introduction à l'espagnol II	(3)
SPAN 1261	Espagnol intermédiaire	(3)
SPAN 1271	Espagnol oral I	(3)

Year 4 (30 credit hours)
Compulsory courses : 15 credit hours

POLS 3563	Le Canada dans le système mondial	(3)
POLS 3841	Approches théoriques en relations internationales	(3)
POLS 3951	Méthodes de recherche en sciences politiques	(3)
POLS 4551	Mondialisation et gouvernance mondiale	(3)
INTL 4601	Séminaire de synthèse en relations internationales	(3)

Optional courses : 15 credit hours

GMGT 4121	Commerce international	(3)
INTL 4501	Stage I	(3)
INTL 4511	Stage II	(3)
INTL 4041	Enjeux en Études internationales I	(3)
INTL 4051	Enjeux en Études internationales II	(3)
INTL 4481	Psychologie des relations interculturelles/intergroupes	(3)
POLS 3881	Politique étrangère comparée	(3)
POLS 3211	Sociopolitique des conflits armés	(3)
POLS 3621	Violence politique	(3)
POLS 4771	Activité préparatoire en vue de la simulation des Nations Unies	(3)
POLS 4741	Enjeux sécuritaires et stratégiques	(3)
POLS 4751	Géopolitique des droits humains	(3)
POLS 4761	Économie politique du développement	(3)
POLS 4241	Environnement et droits humains	(3)
POLS 4531	Régionalismes dans les relations internationales	(3)
POLS 4951	Les États-Unis dans le système mondial	(3)

- Students must complete at least 18 credit hours at the 4000 level to meet the requirements for an Honours program.
- Students must maintain a Grade Point Average (GPA) of 3.0 (B) to remain registered in an Honours program.
- During years 2 and 3, a maximum of 6 credit hours of optional courses within one area of study are allowed, except with the permission of the program coordinator.
- During years 2 and 3, a maximum of 6 credit hours of optional courses at the 1000 level are allowed.

2. Enrollment

What is the program's initial projected enrollment?
What is the projected enrollment for the 2nd and 3rd years?

We currently have approximately fifteen students registered in the three-year major program in International Studies. It is worth emphasizing that the proposed program is of an interdisciplinary nature, and that several students from other areas of study (political studies, history, psychology, philosophy, economics, sociology, etc.) might register for courses that belong to the new program. As well, because it is an honours degree, it will probably attract students who wish to pursue graduate studies in the social sciences. Therefore, it is difficult to predict the exact number of enrollments, but a conservative estimate of 15 students per year seems reasonable, at least in the early phases of the program. Once the program is well established, the number may be considerably higher than fifteen per year.

Describe the expected student profile

The program is aimed at students who wish to work internationally, or pursue careers in fields where familiarity with international issues is essential (e.g. communications, business, diplomacy, teaching). It is to be expected that the student profile will be extremely varied.

3. Labour Market Information

What labour market need is the program expected to meet?

An interest in international issues is becoming increasingly prevalent within the various institutions in our community. In addition to Université de Saint-Boniface, the Société Franco-Manitobaine, Pluri-elles, the Franco-Manitoban school division and other Franco-Manitoban organizations have set up welcoming and orientation programs to meet the needs of newcomers. The imminent opening of the Canadian Museum for Human Rights in Winnipeg will also create a need for bilingual graduates specializing in international issues (especially since our program has a human rights component).

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

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

Graduates of the program will be able to work in Manitoba, elsewhere in Canada and internationally, in short, anywhere in the world they choose to work. The interest in and the economic and social activities of the international field in Manitoba can lead to careers with local, national or international organizations. Manitoba is home to a

very large number of businesses that have international activity. The Entrepreneurship, Training and Trade website of the Manitoba Government lists these companies.

Moreover, considering the fact that the Canadian Museum for Human Rights will soon be opening here in Winnipeg, our program is in a good position for establishing opportunities for collaboration with the Museum, and this will certainly provide employment opportunities for our bilingual graduates.

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

In recent years the federal and provincial governments have put in a great deal of effort to develop and disseminate multiculturalism among their citizens, both provincially and nationally, and the new program proposed here is only one link in the chain that will allow this objective to be reached. This program is offered in French, and it will be bilingual and even trilingual (German and Spanish courses are included as options). It will provide multidisciplinary and pluralist content and vision that will allow all USB students, including international students and those from French Immersion programs, to acquire more than book knowledge. It will provide the opportunity to transmit the values, attitudes, awareness and behaviours that will enable students to be receptive to the diversity that exists in today's world.

The program will also enable students to acquire working experience and to build up important contacts for their future through the field placements that are offered for them to participate in. The plan is to have various organizations and international companies, from Manitoba, Canada or abroad, take part in offering student placements.

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

We have received support from the Department of Political Studies at the University of Manitoba[1] and the Canadian Museum for Human Rights[2]. Faculty members from all disciplines in the USB Faculty of Arts also support the project. Some have already offered to design new elective courses for this program.

---

[1] Letter from Dr. Steven Lecce, Head, Department of Political Studies, University of Manitoba, dated 3 December 2012.

[2] Letter from Stuart A. Murray, President and Chief Executive Officer of the Canadian Museum for Human Rights, dated 5 February 2013.

4. Financial Information

The program will not entail any new expenses in terms of infrastructure and equipment, and no change is required to existing facilities. As well, because several of the courses belong to the bank of courses at the USB Faculty of Arts, part of the financing is already in place through existing programs.

Projected cost of establishing a Bachelor of Arts (Honours) in International Studies

	Year 1	Year 2	Subsequent years
One (1) full time instructor	$80 000 x 8/12	$80 000	$80 000
Material and equipment	$15 000	$10 000	$4 000
TOTAL	**$ 68 333**	**$ 90 000**	**$ 84 000**

The Director of the USB Library has already confirmed in writing that the library owns much of the material necessary for the program to operate, and that it has sufficient funds to obtain the resources that are lacking. (See letters from the library in the appendices). This said, the budget (See the *Material and equipment* section in the table) makes provision for the fact that complementary resources will be acquired mainly in the first two years of the program.

André Samson
Dean, Faculty of Arts and Faculty of Science
29 January 2013

Université de
Saint-Boniface
Bibliothèque Alfred-Monnin

Énoncé pour un nouveau programme d'étude

Faculté des arts

Baccalauréat ès arts spécialisé en Études internationales

La bibliothèque possède déjà une collection pour appuyer le Baccalauréat ès arts de 3 ans en Études internationales.

La bibliothèque possède la majorité des documents recommandés pour appuyer les nouveaux cours du *Baccalauréat ès arts spécialisé en Études internationales* et a les fonds nécessaires pour acheter ce qui manque et pour maintenir la collection à jour.

Louise Ayotte-Zaretski

Directrice

L Ayotte Zaretski

Date

31 octobre 2012

Canadian Museum
Musée canadien

M. André Samson, Ph. D.
Doyen, Faculté des arts et Faculté des sciences
Université de Saint-Boniface
200, avenue de la Cathédrale
Winnipeg, (Manitoba) R2H 0H7

Le 5 février 2013

Monsieur,

Par la présente, je souhaite fournir une lettre d'appui à l'Université de Saint-Boniface relativement au programme de Baccalauréat ès arts spécialisé en études internationales qu'elle propose d'établir.

Les universités de Winnipeg sont à l'avant-garde des études en matière de droits de la personne et ont beaucoup aidé à présenter Winnipeg comme étant un chef de file dans ce domaine au niveau des études de cycles supérieurs. Le programme proposé, qui met l'accent sur les études internationales et donc sur les droits de la personne et la justice sociale, renforcera la réputation de Winnipeg comme chef de file dans le domaine.

Les personnes qui termineront ce programme auront acquis une éducation globale sur des problématiques internationales et de l'expérience importante au moyen de stages, et ils seront tout à fait bilingues. Il s'agit là de compétences relatives à l'employabilité qui sont prisées actuellement et qui continueront de l'être à l'avenir.

Il y a un lien tout naturel entre ce programme, les sujets qui y seront abordés et le Musée canadien pour les droits de la personne. Les cours proposés qui portent sur la paix, la démocratie et l'évolution des droits de la personne sont d'excellents compléments au contenu et aux programmes du Musée. J'espère pouvoir bientôt discuter avec vous afin de déterminer de quelles façons le Musée pourra participer à la mise en œuvre du programme.

Je vous prie d'agréer, Monsieur, mes sincères salutations.

Le président-directeur général,

Stuart A. Murray

UNIVERSITY OF MANITOBA | Department of Political Studies

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

December 3, 2012

André Samson Ph.D.
Doyen
Faculté des arts & Faculté des sciences
Université de Saint-Boniface
200 avenue de la Cathédrale
Winnipeg MB
CANADA R2H 0H7

Dear Dr. Samson:

RE: Committee on Curriculum and Course Changes-- New Honours Program, Political Studies

Professor Thierry Lapointe has informed me that Université de Saint-Boniface is working on a new Honours program (120 credit hours) in International studies. Because this program is heavily weighted toward Political studies, I understand that the department of Political Studies at USB will introduce a new Honours Single program (108 credit hours). I have now reviewed the materials sent by Dr. Lapointe in connection with the proposed innovations.

The Department of Political Studies at the University of Manitoba is fully supportive of these changes at your institution. Thank you for consulting us.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

Steven Lecce
Head
Political Studies

Université de Saint-Boniface

Proposal for the Introduction of an Honours Program and an Advanced Major in Political Studies at Université de Saint-Boniface

The proposed Honours program in International studies (120 credits) at Université de Saint-Boniface[1] is heavily weighted toward Political Studies. In fact, this new program will add the following 13 three credit hours courses in our Department of Political Studies (see documentation for proposed B.A. Honours in International Studies):

- POLS 2881 Politique étrangère comparée (3)
- POLS 3181 Droits humains dans le système mondial (3)
- POLS 3211 Sociopolitique des conflits armés (3)
- POLS 3621 Violence politique (3)
- POLS 3771 Organisations internationales : l'ONU et ses institutions spécialisées (3)
- POLS 4241 Environnement et droits humains (3)
- POLS 4531 Régionalismes en relations internationales (3)
- POLS 4551 Mondialisation et gouvernance mondiale (3)
- POLS 4741 Enjeux sécuritaires et stratégiques (3)
- POLS 4751 Géopolitique des droits humains (3)
- POLS 4761 Économie politique du développement (3)
- POLS 4771 Activité préparatoire en vue de la simulation des Nations Unies (3)
- POLS 4951 Les États-Unis dans le système mondial (3)

Therefore, if we receive the requested financing from COPSE for the Bachelor of Arts Honours Program in International Studies, we would, de facto, be able to offer both a Bachelor of Arts Honours Program in Political Studies (108 credits) and an Advanced Major in Political Studies (48 credits)[2].

As described in table 1 and table 2, the Honours Program and the Advanced Major Program in Political Studies offered at Université de Saint-Boniface would be absolutely identical to those offered by the Faculty of Arts at University of Manitoba.

[1] Submitted to Senate Committee on Curriculum and Course Changes in February 2013.

[2] Université de Saint-Boniface already offer a minor (18 credits) and a General Major (30 credits) in Political Studies.

Table 1

Proposed Honours Program in Political Studies at Université de Saint-Boniface – 108 credits (« Honours single »[3])

First Year - University 1 (30 credits) 6 credit hours in Political Studies courses numbered at or above the 1000 level
Year 2 (30 credits) 18 credit hours from : - POLS 2001 (6) or POLS 2003 (3) and POLS 2005 (3) - POLS 2041 (6) or POLS 2043 (3) and POLS 2045 (3) - POLS 2071 (6) - POLS 2511 (6) or POLS 2513 (3) and POLS 2515 (3) 12 credit hours in ancillary options
Year 3 (24 credits) POLS 3951 Méthodes de recherche en sciences politiques (3) 15 credit hours in Political Studies courses numbered at the 3000 level (with written permission of department head, six credit hours in Honours courses numbered at the 4000 level may replace six credit hours numbered at the 3000 level) 6 credit hours in ancillary options
Year 4 (24 credits) 18 credit hours in Political Studies Honours courses numbered at the 4000 level 6 credit hours in ancillary options

A student must include at least six credit hours in political theory (POLS 2511, POLS 3240, POLS 3510, POLS 3600, POLS 3710, POLS 3810, POLS 4510, POLS 4610, POLS 4710)

All 4000 level courses are Honours courses

[3] The Faculty of Arts at University of Manitoba offers three types of Honours Programs: 108, 114 or 120 credits. The Honours Single in Political Studies is 108 crédits.

Table 2

Proposed advanced Major in Political Studies at Université de Saint-Boniface – 48 credits

First Year - University 1 (30 crédits)
6 credit hours in Political Studies courses numbered at or above the 1000 level
Year 2, 3 and 4 - 6 credit hours in Political Studies courses numbered at or above the 2000 level - 6 credit hours in Political Studies courses numbered at or above the 3000 level - 6 credit hours in Political Studies courses numbered at or above the 4000 level - An additional 24 credit hours in Political Studies courses at or above the 2000 level

8.24 Department of Political Studies

Head: Steven Lecce
Campus Address/General Office: 532 Fletcher Argue
Telephone: 204 474 9733
Email Address:

political_studies@umanitoba.ca
Website:

umanitoba.ca/political_studies

8.24.1 Program Information

Political Studies examines the dynamics of human interaction in which individuals and groups compete to achieve their goals. The study of politics involves a consideration of the interactions between the individual, the state, government, public affairs and public policy. Political Studies examines the dynamics of these interactions in the context of competing visions, values and interests, particularly in the pursuit of varying public goals, including the quest for political power and the control of government. Politics is thus both a study of conflict between competing interests and a study of how these competing interests achieve compromise and cooperation.

For entry, continuation and graduation requirements for the General Degree, Advanced Degree and Honours Degree, see Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs.

Major Program

For entry to the Major, the prerequisite is a grade of "C" or better in six credit hours in Political Studies. For students who have taken additional courses toward the Major, then a minimum cumulative GPA of 2.00 is required on all courses including the higher grade of repeated courses and excluding failed courses.

A minimum cumulative GPA of 2.00 in all courses that comprise the Major is required to graduate including the higher grade of repeated courses and excluding failed courses.

A maximum of six credit hours in Political Studies courses numbered at the 1000 level may be used towards the 30 credit hours for a General Major or the 48 credit hours for an Advanced Major.

Minor (Concentration) Program

For entry to the Minor (Concentration), the prerequisite is a grade of "C" or better in six credit hours in Political Studies.

A maximum of six credit hours in Political Studies courses numbered at the 1000 level may be used toward the 18 credit hours for a Minor.

Honours Program

For entry to the Honours program, see Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs.

Honours Ancillary Options:

Economics
Geography
History
Philosophy
Psychology
Sociology
Statistics

A modern language or another subject with department approval.

Honours in Political Studies may be taken in combination with the program of Central and East European Studies. See Section 8.5.

Other

Combinations of courses for the Major, Minor and Honours programs, other than those listed above may be permitted by written consent of the department head. Similarly, Honours courses may be taken by students in the General or Advanced Major programs with the written consent of the department head.

Honours courses are open to Honours students and other advanced undergraduate students with written consent of instructor or department head.

8.24.2 Political Studies

UNIVERSITY 1	YEAR 2	YEAR 3	YEAR 4
GENERAL MAJOR TOTAL: 30 CREDIT HOURS			
6 credit hours in Political Studies courses numbered at or above the 1000 level	• 18 credit hours in Political Studies courses numbered at or above the 2000 level • 6 credit hours in Political Studies courses numbered at or above the 3000 level		
ADVANCED MAJOR TOTAL: 48 CREDIT HOURS			
6 credit hours in Political Studies courses numbered at or above the 1000 level	• 6 credit hours in Political Studies courses numbered at the 2000 level • 6 credit hours in Political Studies courses numbered at the 3000 level • 6 credit hours in Political Studies courses numbered at the 4000 level • an additional 24 credit hours in Political Studies courses numbered at or above the 2000 level		
MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS			
6 credit hours in Political Studies courses numbered at or above the	12 credit hours in Political Studies courses numbered at or above the 2000 level		

1000 level			
HONOURS SINGLE[1, 3, 4]			
6 credit hours in Political Studies courses numbered at or above the 1000 level	• 18 credit hours from POLS 2000, POLS 2040, POLS 2070, POLS 2510 • 12 credit hours in ancillary options	POLS 3950 • 15 credit hours in Political Studies courses numbered at the 3000 level[2] • 6 credit hours in ancillary options	• 18 credit hours in Political Studies Honours courses numbered at the 4000 level • 6 credit hours in ancillary options
HONOURS DOUBLE[1, 3, 4]			
6 credit hours in Political Studies courses numbered at or above the 1000 level	• 12 credit hours from POLS 2000, POLS 2040, POLS 2070, POLS 2510 • 12 credit hours in other Honours field • 6 credit hours in ancillary options	• 12 credit hours in Political Studies courses numbered at the 3000 level[2] • an additional 12 or 18 credit hours depending on other Honours field	• 12 credit hours in Political Studies Honours courses numbered at the 4000 level • 12 credit hours in other Honours field

NOTES:

[1] A student must include at least six credit hours in political theory (POLS 2510, POLS 3240, POLS 3510, POLS 3600, POLS 3710, POLS 3810, POLS 4510, POLS 4610, POLS 4710).

[2] A student in Single or Double Honours may, with written permission of the department head, substitute: six credit hours in Honours courses numbered at the 4000-level in place of six credit hours numbered at the 3000-level.

[3] Ancillary options are courses taken from outside the Honours field of study.

[4] Honours courses: all 4000 level courses

March 13, 2013

Report of the Senate Committee on Course and Curriculum Changes RE: Proposals for a Bachelor of Arts (Honours) in International Studies, a Bachelor of Arts (Honours) and a Bachelor of Arts (Advanced) in Political Studies, Université de Saint-Boniface

Preamble

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at: http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.

2. Section 10 of the affiliation agreement between the University of Manitoba and the Université de Saint-Boniface states that "after having been approved by the *Conseil de direction des études* of the Université, all new university programs and courses, shall be sent to the University Secretary of the University for consideration and decision by the Senate and its committees, as appropriate".

3. At its meeting of March 13, 2013, the SCCCC considered proposals from the Université de Saint-Boniface to establish a Bachelor of Arts (Honours) in International Studies, a Bachelor of Arts (Honours) in Political Studies, and a Bachelor of Arts (Advanced) in Political Studies.

Observations

Bachelor of Arts (Honours) in International Studies

1. The purpose of the proposed, four-year Bachelor of Arts (Honours) degree in International Studies would be to provide broad education in international studies including the areas of international development, international relations, and human rights. The program would address a need for interdisciplinary knowledge of international politics, economics, and social and cultural issues, in the context of increasing globalization.

2. The proposal is consistent with the Université's strategic plan, which emphasizes the creation of honours degree programs. The establishment of an interdisciplinary honours degree in the Faculty of Arts, with courses in the humanities and social sciences, would provide an opportunity for students who wish to pursue graduate studies to complete their undergraduate studies at the Université de Saint-Boniface. At present, these students transfer to other institutions at the end of their third year of study.

3. Interdisciplinary programs in international studies at other Canadian universities focus on international commerce, international development, or international relations. In Manitoba, Menno Simons College offers a three-year B.A. (General) in International Development Studies that focuses on international development, and the University of Manitoba offers a three-year B.A. (General) and a four-year B.A.(Advanced) in Global Political Economy that focus on international commerce and business. The proposed B.A.(Hons.) in International Studies would differ in that it would provide broad,

interdisciplinary education in international development, international relations, and human rights, with access to elective courses in international trade, international organizations, intercultural psychology and other related areas. It would be the only international studies program in western Canada to be offered in French.

4. In order to graduate with a four-year B.A.(Hons.) in International Studies, students would be required to complete 120 credit hours of course work, including 54 credit hours of Political Studies courses and 36 credit hours of elective courses. The curriculum also includes two optional work placements in year 4 that might be completed within Canada or abroad, and the option to complete POLS 4771 *Activité preparatoire en vue de la simulation des Nations Unies*, which would prepare students who wish to participate in the National Model United Nations held in New York, USA, each year.

5. It is anticipated that 15 students would enrol in the program each year, although enrolment might be expected to increase once the program is well established.

6. Nineteen three-credit hour courses, including 6 international studies courses and 13 political studies courses, would be developed for the program. The program would also make use of existing courses used for the B.A.(General) in International Studies and offered by departments of Political Studies, History, Sociology, Anthropology, and Geography, in the Faculty of Arts at the Université.

7. Implementation of the B.A.(Hons.) in International Studies would be contingent upon approval by COPSE with sufficient funding to deliver the program. The Université de Saint-Boniface would request funding ($84,000) from COPSE to establish one new full-time faculty position and for materials and equipment.

<u>Bachelor of Arts (Honours) and Bachelor of Arts (Advanced) in Political Studies</u>

1. The introduction of 13 new courses for the proposed B.A.(Hons.) in International Studies would make it possible for the Université to also offer both a Bachelor of Arts (Honours) and a Bachelor of Arts (Advanced) in Political Studies. Implementation of the program would be contingent upon the Université receiving sufficient funds to deliver the B.A.(Hons.) in International Studies.

2. A proposal to establish a Bachelor of Arts (Honours) in Political Studies is consistent with the Université's strategic plan, which emphasizes the creation of honours degree programs. Like the B.A.(Hons.) in International Studies, it would provide an opportunity for students who wish to pursue graduate studies to complete advanced undergraduate studies at the Université de Saint-Boniface.

3. The B.A.(Hons.) in Political Studies would require students to complete 120 credit hours, including 60 credit hours of Political Studies courses and 24 credit hours of ancillary options. To graduate with a B.A.(Adv.) in Political Studies, students would be required to complete 120 credit hours, including 48 credit hours in Political Studies courses.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

> **THAT Senate approve the establishment of a Bachelor of Arts (Honours) in International Studies, a Bachelor of Arts (Honours) in Political Studies, and a Bachelor of Arts (Advanced) in Political Studies, at the Université de Saint-Boniface, effective September 1, 2014, pending financial support from the Council on Post-Secondary Education.**

Respectfully submitted,

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

Course introductions:

INTL 4041 Enjeux en etudes internationales I Cr.Hrs. 3 +3.0
Contenu variable en Études internationales. Compte tenu du fait que le contenu de ce cours varie d'année en année, il peut être suivi plus d'une fois. Prélable : Avoir obtenu 60 crédits en sciences politiques ou en études internationales, ou l'autorisation écrite de la professeure ou du professeur.

INTL 4051 Enjeux en etudes internationales II Cr.Hrs. 3 +3.0
Contenu variable en Études internationales. Compte tenu du fait que le contenu de ce cours varie d' année en année, il peut être suivi plus d'une fois. Préalable: Avoir obtenu 60 credits en sciences politiques ou en études internationales, ou l'autorisation écrite de la professeure ou du professeur.

INTL 4481 Psychologie des relations interculturelles et intergroupes Cr.Hrs. 3 +3.0
Étude des aspects psychologiques impliqués dans les relations entre individus ou groups d'individus issus de cultures ou sous-cultures différentes. Définition des concepts de stéréotype, de préjugé et de discrimination et exploration de leurs sources d'influence respectives. Présentation des grandes théories qui visent à expliquer les conflits interculturels et intergroupes et celles qui visent à promouvoir de bonnes relations entre cultures. Préalable: une note minimale de C dans PSYC 1201 ou PSYC 1200 (017.120) ou dans PSYC 1211 (017.121) et PSYC 1221 (017.122), ou l'autorisation écrite de la professeure ou du professeur. On ne peut se faire créditer INTL 4481 et PSYC 3481.

INTL 4501 Stage I Cr.Hrs. 3 +3.0
Stage permettant d'allier la pratique aux différentes théories apprises durant son programme. Il s'agit généralement de bénévolat dans un organisme, ministère, entreprise publique ou privée agissant dans les domaines économique, politique et social et dont le travail a une composante internationale. Intégration de la théorie à la pratique grâce a des séminaires et à des travaux académiques. Prélable : Avoir obtenu 90 crédits dans le programme en Études internationales, ou l'autorisation écrite de la professeure ou du professeur.

INTL 4511 Stage II Cr.Hrs. 3 +3.0
Stage permettant d'allier la pratique aux différentes théories apprises durant son programme. Il s'agit généralement de bénévolat dans un organisme, ministère, entreprise publique ou privée agissant dans les domaines économique, politique et social et dont le travail a une composante internationale. Intégration de la théorie à la pratique grâce a des séminaires et à des travaux académiques. Prélable : Avoir obtenu 90 crédits dans le programme en Études internationales, ou l'autorisation écrite de la professeure ou du professeur.

INTL 4601 Séminaire de synthèse en relations internationales Cr.Hrs. 3 +3.0
Approfondissement des connaissances conceptuelles et théoriques, et apprentissage de la lecture des textes dans le domaine des relations internationales. Programme de lectures comparatives visant à cerner un objet ou un problème des relations internationales susceptible de développer l'analyse critique et l'esprit de synthèse. Préalable: Une note minimale de B dans POLS 2041 ou POLS 2040 ou dans POLS 2043 et POLS 2045, ou l'autorisation écrite de la professeure ou du professeur.

POLS 3181 Droits humains dans le système monidal Cr.Hrs. 3 +3.0
Analyse du développement des droits humains comme projet politique. Introduction aux chartes et instruments juridiques internationaux encadrant les droits humains. Analyse de leur développement, évolution et mise en application depuis 1945. Mise en relation du processus de mondialisation et de ses effets en termes d'insécurisation des populations vulnérables. Analyse de situations de violation de droits humains (civils, politiques, économiques et sociaux) dans le contexte de la mondialisation au moyen d'études de cas. Préalable: Une note minimale de C dans POLS 2041 ou POLS 2040, ou dans POLS 2043 et POLS 2045, ou l'autorisation écrite de la professeure ou du professeur.

POLS 3211 Sociopolitique des conflits armés Cr.Hrs. 3 +3.0
Analyse des causes (endogènes et exogènes), du déroulement, des conséquences et de la prévention des conflits armés à partir d'études de cas. Évolution des notions de conflit, de guerre et de sécurité. Transformations de la pratique et de la conduite des conflits armés depuis 1945. Préalable: Une note minimale de B dans POLS 2041 ou dans POLS 2040, ou dans POLS 2043 et POLS 2045, ou l'autorisation écrite de la professeure ou du professeur.

POLS 3621 Violence politique Cr.Hrs. 3 +3.0
Causes et formes de la violence visant le changement politique, le contrôle de l'État, le renversement d'un régime ou la modification des frontières politiques existantes. Analyse de la violence politique mobilisée par les acteurs étatiques et non étatiques tant à l'intérieur qu'à l'extérieur des frontières nationales. Manifestations extrêmes de la violence politique: guérillas, terrorisme et terrorisme d'État, émeutes, violence à caractère ethnique et religieux. Préalable: Une note minimale de C dans POLS 1501 ou POLS 1500, ou dans POLS 1503 et POLS 1505, ou l'autorisation écrite de la professeure ou du professeur.

POLS 3771 Organisations internationales: l’ONU et ses institutions spécialisées Cr.Hrs. 3 +3.0
Étude du rôle et des fonctions exercées par les organisations internationales au sein du système mondial. Analyse du système des Nations Unies et de ses diverses composantes en relation avec les mutations de la configuration des rapports de pouvoir au sein du système mondial. Apports et limites des mécanismes assurant le principe de sécurité collective et la résolution pacifique des différends. Préalable: Une note minimale de B dans POLS 2041 ou POLS 2040 ou dans POLS 2043 et POLS 2045, ou l'autorisation écrite de la professeure ou du professeur.

POLS 3881 Politique étrangère comparée Cr.Hrs. 3 +3.0
Étude comparative des facteurs internationaux, régionaux et domestiques qui façonnent la formulation de la politique étrangère des États. Analyse des causes des similarités et différences dans la formulation de la politique étrangère des États a partir d'études de cas choisies. On ne peut se faire créditer POLS 3881 et POLS 3880. Préalable: Une note minimale de C dans POLS 2041 ou POLS 2040 ou POLS 2045, ou l'autorisation écrite de la professeure ou du professeur.

POLS 4241 Environnement et droits humains Cr.Hrs. 3 +3.0
Aperçu des différents cadres juridiques internationaux codifiant le droit à la subsistance et ses relations avec les enjeux environnementaux. le droit à l'environnement et la responsabilité environnementale. Relation entre le droit à l'environnement et le droit a la subsistance. Analyse des tensions entre les impératifs de développement économique et leurs impacts sociaux et environnementaux. Préalable: Une note minimale de B dans POLS 3181, ou l'autorisation écrite de la professeure ou du professeur.

POLS 4531 Régionalismes en relations internationales Cr.Hrs. 3 +3.0
Examen des principales formes de régionalismes dans le système international contemporain. Étude des origines des groupes regionaux contemporains à partir des principales perspectives théoriques en relations internationales et étude des relations de cause à effet entre le régionalisme et les processus de mondialisation. Le régionalism dans différentes parties du monde sera étudié, spécialement l'Europe, l'Asie Pacifique, le Moyen-Orient et les Amériques. On ne peut se faire créditer POLS 4531 et POLS 4530. Préalable: l'autorisation écrite de la professeure ou du professeur.

POLS 4551 Mondialisation et gouvernance mondial Cr.Hrs. 3 +3.0
Étude des transformations concernant les processus et lieux de prise de décision liés à la gestion de problèmes politiques, économiques et sociaux associés au processus de mondialisation. Transformation de la souveraineté des États. Rôle des forums multilatéraux formels et informels et des organisations internationales depuis 1945 avec un accent mis sur les organisations et forums à vocation économique: G7/G20, Forum de Davos et commission trilatérale; FMI, BM, OMC. Préalable: Une note minimale de B dans POLS 3251 ou POLS 3250, ou l'autorisation écrite de la professeure ou du professeur.

POLS 4741 Enjeux sécuritaires et stratégiques Cr.Hrs. 3 +3.0
Initiation aux débats théoriques au sein du champ des études de sécurité. Tour d'horizon des différents champs d'analyse du domaine des études stratégiques. Introduction aux enjeux militaires et non militaires au sein du système mondial. Construction sociale de la menace et évolution des formes de représentation de l'ennemi. Préalable: Une note minimale de C dans POLS 2041 ou POLS 2040, ou dans POLS 2043 et POLS 2045, ou l'autorisation écrite de la professeure ou du professeur.

POLS 4751 Géopolitique de droits humains Cr.Hrs. 3 +3.0
Étude en profondeur des problèmes de violation de droits humains spécifiques aux différentes parties du système mondial. Analyse de situations particulières de violation de droits humains sous l'angle des dynamiques géopolitiques et de leurs enjeux sous-jacents. Analyse de violations de droits humains de masse dans le contexte de conflits intra et interétatiques. Préalable: Une note minimale de B dans POLS 3181 ou l'autorisation écrite de la professeure ou du professeur.

POLS 4761 Économie politique du développement Cr.Hrs. 3 +3.0
Étude en profondeur des concepts, des politiques et des instruments du développement à partir d'une analyse des conditions historiques d'insertion des différentes régions du monde dans l'économie mondiale. Analyse critique des enjeux sociaux, politiques et économiques associés aux principales stratégies de développement. Préalable: Une note minimale de B dans POLS 3251 ou POLS 3250, ou l'autorisation écrite de la professeure ou du professeur.

POLS 4771 Activité preparatoire en vue de la simulation des Nations Unies Cr.Hrs. 3 +3.0
Activité visant la préparation et la participation à la conference du National Model United Nations (NMUN) qui se déroule au printemps de chaque année a New York. Étude des codes de procédure des institutions des Nations Unies. Participation à une simulation des travaux d'une institution ou d'une commission des Nations Unies. Préalable: Une note minimale de B dans POLS 3771, ou l'autorisation écrite de la professeure ou du professeur.

POLS 4951 Les Étas-Unis dans le système mondial Cr.Hrs. 3 +3.0
Aperçu du rôle et de l'influence de l'État américain au sein du système mondial depuis la Deuxième Guerre mondiale. Essor et déclin relatif de l'hégémonie américaine depuis 1945. Les grandes mutations du système mondial et leurs effets sur la formulation et la conduite de la politique étrangère américaine. Préalable: Une note minimale de C dans POLS 2041 ou POLS 2040, ou dans POLS 2043 et POLS 2045, ou l'autorisation écrite de la professeure ou du professeur.

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 instruction', 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.

NOTE: Please prepare two (2) copies of this proposal for signature and delivery to the Vice-Provost (Academic Planning and Programs).

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:

Signature	PRINT NAME	Date (mm/dd/yyy)
	Brian Amiro	January 21, 2013
Position	**Email**	**Phone**
Associate Dean	Brian.Amiro@ad.umanitoba.ca	204-474-9395

PROPOSAL

2. Proposing Faculty:

Faculty of Agricultural and Food Sciences

3. Department:

Faculty of Agricultural and Food Sciences

4. UM program to which advanced entry is sought (*Provide approved program name, credential and credential abbreviation*)**:**

B. Sc. Agribusiness Degree Program, Faculty of Agricultural and Food Sciences (FAFS)

5. Name and address of partner institution:

Assiniboine Community College

1430 Victoria Avenue East, Brandon, Manitoba R7A 2A9

6. Name and designation of the Link person from the partner institution proposing the Articulation Agreement (Include full contact information including phone & email)**:**

Derrick Turner, Dean School of Business, Agriculture and Environment 204 - 725-8712 ext 7237, e-mail: TurnerD@Assiniboine.net

7. Name and designation of person to sign the Articulation Agreement for the partner institution (Include full contact information including phone & email)**:**

8. Numbers of students to be admitted at each intake: Expected No. [less than 5]; Maximum No. [10].

Student numbers included within current admission targets

9. Start date, number of years for which the agreement is proposed to run: Start date [2013/09/01]; Period of agreement [5] years.

10. Detail any costs accrued to UM arising from this proposal:

A letter from the Budget Dean detailing how any costs arising will be met must accompany the completed proposal, and funding requests for consideration by the Senate Planning and Priorities Committee (SPPC) must be submitted on the SPPC Program Proposal Budget form (available at http://umanitoba.ca/admin/governance/forms/index.html -> OTHER FORMS -> Senate Planning and Priorities Committee Program Proposal Budget Form)

Letter attached.

11. Benefits anticipated from this agreement to the partners and students:

Students will have a predictable map for course allocations to allow them to pursue a degree following their ACC diploma.

Partner institutions will benefit by facilitating student mobility and marketing linkages that benefit students.

12. Have any challenges or barriers to this agreement been identified? If so, how will they be ameliorated:

Discussions have been held to reach a reasonable program. Increased student mobility in Manitoba is an important consideration, so we are proactive with this agreement.

13. Partner program from which advanced entry is sought:

Agribusiness Diploma Program – Assiniboine Community College

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

Provide details of the requirements for advanced entry (*provide a detailed mapping of the Partner's course/work requirements to the UM program on the attached Mapping Form*):

See attached table.

Notes:

- Five courses could be given direct credit. ACC students receive 12 ch of communication courses over their two years in the diploma program. They can be converted to 3 direct ch for Technical Communications AGRI 2030
- Note that the Department of Statistics has approved credit equivalencies for two Math courses at ACC to STAT 1000 and 2000. We have employed this equivalency.
- ACC Agribusiness diploma graduates with an overall B average or better could be given credit for the direct and unallocated credits towards the Agribusiness Degree Program
- ACC Agribusiness diploma graduates with C+ average or better (but less than a B average) and have a C+ in courses for which direct credit has been approved may receive credit for those courses on an individual basis but will not receive the unallocated credits.
- The direct credit for ANSC 2500 and PLNT 2500 could potentially be allocated to a ACC graduate. The issue is that AGRC-0098 and AGRC-0102 are offered as restricted electives opposite each other and hence students cannot obtain both. Derrick Turner and Jack Moes indicated that this would be changed to allow students access to both of their courses in order to obtain direct credits for the FAFS' courses ANSC 2500 and PLNT 2500.
- If unallocated credit was granted for ACC's courses, there might be justification for allocating credits for AGRI 1500 given that ACC students take a number of courses, which collectively might provide a related background. For the FAFS Agribusiness degree program, the requirements for biology are related to the prerequisite PLNT 2500 and ANSC 2500. For the FAFS diploma program, students are granted unallocated credit to cover the biology requirements, and students transferring to Agribusiness from diploma are not required to take biology. Therefore, ACC students might also be given unallocated credits for free electives in their Agribusiness Program.
- Pre- and co-requisite courses must be taken where required for specific courses, except where direct equivalency has been granted.

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

4 (UM 2 + ACC 2) yrs

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

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

Similar process that exists with our UM diploma to degree transfer

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

Have already taken place between ACC and UM in January 2010. We will meet annually to discuss program success.

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

This will be done as needed to ensure student success. We will meet annually to discuss program success.

20. Frequency of review of this agreement:

Every 5 years

APPROVALS

FACULTY REVIEW AND APPROVAL *(completed by proposing Faculty)*

Approved by Dean, UM Faculty: Dr. Michael Trevan
Signature | PRINT | Date (mm/dd/yyy)

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

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

SENATE REVIEW AND APPROVAL

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

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

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

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

PROVOST REVIEW AND APPROVAL

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

Conditions:

PARTNER INSTITUTION APPROVAL *(Please sign both copies; retain one for your files and return the other to the Vice-President (Academic) and Provost, UM)*

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

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.

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

UMB Program: Agribusiness			**Partner Program:** Diploma Agribusiness Graduates			
Faculty Core			ACC's Courses			
Course ID	Course Name	Cr Hrs	Direct Cr		Unallocated Cr covering	To be taken in B.Sc. program
ABIZ 1000	Introduction to Agribusiness Management	3	3	BUSN.0130		
AGRI 1500	Nat'l Res Primary Ag Prod'n	3			3	
AGRI 1510	Prod'n, Distrib'n and Utiliz'n Ag Products	3				3
AGRI 2030	Technical Communications	3	3	COMM 0001		
BIOL 1020	or BIOL 1000	3			3	
BIOL 1030	or BIOL 1010	3			3	
ECON 1010	Micro Economics	3				3
ECON 1020	Macro Economics	3				3
One of the following 6 (3 credit) courses: MATH 1200 Elements of Discrete Mathematics, or MATH 1210 Techniques of Classical and Linear Algebra, or MATH 1300 Vector Geometry and Linear Algebra, or MATH 1310 Matrices for Mgmt and Social Sciences, or MATH 1500 Introduction to Calculus, or MATH 1520 Intro Calculus for Mgmt and Social Sciences		3				3
STAT 1000	Basic Statistical Analysis 1	3	3	MATH 0001		
One of the following 4 (3 credit) courses: PHIL 1290 Critical Thinking, or PHIL 2740 Ethics and Biomedicine or PHIL 2750 Ethics and the Environment, or PHIL 2830 Business Ethics		3				3
B.Sc. (Agribusiness) Degree Core						
ABIZ 2510	Intro to Agricultural and Food Marketing	3	3	MKTG 0044		
ABIZ 2520	Intro to Management Science	3				3
ABIZ 3080	Introduction to Econometrics	3				3
ABIZ 3500	Agricultural and Food Policy	3				3
ABIZ 4500	Agribusiness Strategies Seminar	3				3
ACC 1100	Introductory Financial Accounting	3			3	
ECON 2450	Microeconomic Theory and Its Applications 1	3				3
ECON 2470	Macroeconomic Theory and Its Applications 1	3				3
HRIR 2440	Human Resource Management	3				3
One of the following 2 (3 credit) courses: MATH 1500 Introduction to Calculus, or MATH 1520 Intro Calculus for Mgmt and Social Sciences		3				3
STAT 2000	Basic Statistical Analysis 2	3	3	MATH 0003		
Restricted Electives **Group 1**						
Three (9 credit hours) courses from the following: ABIZ 2390 Introduction to Environmental Economics, or AGEC 2370/(BIOL 2300) Principles of Ecology		9				3
ANSC 2500 Animal Production			3	AGRC-0103, AGRC-0098		
PLNT 2500 Crop Production			3	AGRC 0102/31		
Group 2						
Two (six credit hours total) courses from the following: ABIZ 3120		6				6

UMB Program: Agribusiness			**Partner Program:** Diploma Agribusiness Graduates			
Faculty Core			ACC's Courses			
Course ID	Course Name	Cr Hrs	Direct Cr		Unallocated Cr covering	To be taken in B.Sc. program
Commodity Futures Markets, orABIZ 3530 Farm Management, or ABIZ 3540 Financial Risk Management, or ABIZ 4260 Price Analysis						
Agribusiness Management Option						
At least nine credit hours from the Faculty of Management		9				9
Agricultural Economics Option						
At least nine credit hours from the Department of Economics with three credit hours at the 3000 level.		9				9
International Agribusiness Option						
Minor in Asian Studies or Central and East European Studies or Latin American Studies as defined in the Faculty of Arts chapter of this calendar under cross-disciplinary programs.		18				18
Free electives	with Agribusiness Mgmt Option	30			27	3
	with Agricultural Economics Option	30			27	3
	with International Agribusiness Option	21			18	3
	Sums		**21**		**39/ 30**	**60/ 69**
Program Total		**120**				**120**

All ACC courses are required

information presented here comes from: information submitted by ACC, aurora and the transfer equivalency (TE) document produced by enrollment services

August 10, 2012

Dr. David Collins, Vice-Provost, Academic Planning and Programs

Potential costs accrued to support an Articulation Agreement between Assiniboine Community College and the University of Manitoba

The proposed articulation agreement provides a simplified mechanism for graduates of the Assiniboine Community College, Agribusiness Diploma Program to become enrolled in the University of Manitoba Agribusiness Degree Program at the University of Manitoba. The agreement has a similar structure to our current agreements for credit from our own Diploma in Agriculture program and from a diploma program at Olds College. The impact would likely be to slightly increase our student numbers in the Agribusiness program. We will not be offering additional courses because these students will become part of our established program. There are no expected additional costs, unless our total student numbers from all sources of entry reach a critical number that requires additional teaching sections. It is unlikely that the proposed agreement alone will create this situation because we anticipate an entry of less than 10 students per year through this agreement.

Hence, we are not requesting additional financial resources to support this program at this point in time other than the normal applicable fees associated with the courses taken by the student. Should there be significant changes to the Faculty's operating budget in the near future, the request for additional financial resources may need to be reviewed then.

Sincerely,

Dean Michael Trevan

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Agricultural and Food Sciences recommending an articulation agreement with Assiniboine Community College (2013.03.26)

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 Agricultural and Food Sciences has proposed an articulation agreement with Assiniboine Community College that would allow graduates of the Assiniboine Community College Agribusiness Diploma Program advanced entry into Agribusiness Degree Program at the University of Manitoba.

3. This proposal was approved by the Agricultural and Food Sciences Faculty Council on May 13, 2010 and subsequently by SCADM on March 26, 2013.

Observations:

1. To qualify under this agreement:
    a. Students must have graduated from the Assiniboine Community College Agribusiness Diploma Program.
    b. Students must take pre and co-requisite courses where required for specific courses

2. Student numbers will be included within the current admission targets; student flow is expected to be less than 5 new students per year.

3. This agreement was passed through Faculty Council in May, 2010; since that time, there have been some more recent transfer equivalencies for the Department of Statistics, these have been incorporated into this proposal.

Recommendation:

The Senate Committee on Admissions recommends that Senate approve the proposal of the Faculty of Agricultural and Food Sciences that introduces an articulation agreement with Assiniboine Community College to allow students who have completed the Agribusiness Diploma Program at Assiniboine Community College to continue their studies in Agribusiness Degree Program at the University of Manitoba. This agreement will be in effect as of September 1, 2013 and would be up for review after a five year period.

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

March 13, 2012

Report of the Senate Committee on Course and Curriculum Changes RE: Articulation Agreement Proposal, University of Manitoba, Bachelor of Science degree in Agribusiness – Assiniboine Community College, Agribusiness 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 meeting of March 13, 2013, the SCCCC considered a proposal for an articulation agreement between the University of Manitoba and Assiniboine Community College (ACC), for a term of five years beginning in September 2013. The proposed articulation agreement would permit graduates of the Agribusiness Diploma program at ACC to receive advanced standing in the Bachelor of Science degree in Agribusiness offered by the Faculty of Agricultural and Food Sciences.

Observations

1. The objectives of the proposed articulation agreement between the University of Manitoba, Faculty of Agricultural and Food Sciences, and the Assiniboine Community College, in Brandon, Manitoba, are to: (i) increase students' opportunities for mobility between the participating institutions and (ii) establish a connection that might facilitate recruitment of students from western Manitoba to the University of Manitoba.

2. The articulation agreement would permit graduates of the Agribusiness Diploma, who have attained a minimum overall average of "B" and who have been admitted to the University, to receive credit for the first two years (60 credit hours) of a B.Sci. degree in Agribusiness. Students who register in either the Agribusiness Management Option or the Agricultural Economics Option would be granted advanced standing for 60 credit hours, including 21 credit hours of direct credit and 39 credit hours of unallocated credit, and would be required to complete 60 credit hours at the University. Students who register in the International Business Option would receive advanced standing for 51 credit hours, including 21 credit hours of direct credit and 30 credit hours of unallocated credit, and would be required to complete 69 credit hours of course work at the University.

   Graduates of the Agribusiness Diploma who have achieved an overall average of at least "C+" but less than "B" and a minimum grade of "C+" in courses for which direct credit would be offered might be granted transfer credit for those individual courses but would not be eligible for a block transfer of unallocated credits.

3. The Committee considered that the proposed articulation agreement would formalize an agreement reached between the Faculty and Assiniboine Community College in 2010. It was noted that no graduates of the diploma program have registered in the degree

program since the informal agreement was established. Formalization of the agreement, which would guarantee advanced standing in the B.Sc. degree in Agribusiness, would encourage some graduates to pursue degree studies at the University.

4. It is expected that fewer than five graduates of the Agribusiness Diploma program would be admitted to the B.Sc. degree in Agribusiness program each year. A maximum of ten graduates would be admitted in any given year.

5. The Faculty of Agricultural and Food Sciences would not require additional resources to support the proposed articulation agreement. Students would be admitted to an existing degree program with capacity in 3000 and 4000 level courses to accommodate the relatively small number of students who might be expected to transfer into the program in any given year.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends THAT:

> **Senate approve the articulation agreement between the University of Manitoba, Faculty of Agricultural and Food Sciences, and Assiniboine Community College concerning advanced standing for graduates of the Agribusiness Diploma program in the Bachelor of Science degree in Agribusiness, for a five-year term effective September 1, 2013.**

Respectfully submitted,

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

Report of the Faculty Council of Graduate Studies on Regulation Changes

Preamble:

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to policy changes and the revising of the FGS Academic Guide. Recommendations for academic changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.

2. The Faculty Council of Graduate Studies met on February 27, 2013 to consider changes to the FGS Academic Guide.

Observations:

1. Academic Guide

PREFACE

The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies.

Definitions

The “Dean of the Faculty of Graduate Studies” shall be taken to mean the Dean of the Faculty of Graduate Studies or designate.

“Unit” shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the *de facto* Head of the unit. The term “unit” shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the *de facto* Head of interdisciplinary programs administered by the Faculty of Graduate Studies. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.

SECTION 1: Application, Admission, and Registration Policies

1.1 Application and Admission Procedures

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. **Applicants should contact the unit to which they are applying for the procedures, requirements and unit application deadlines in effect.**

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, space, facilities, and advisors.

1.1.1 (c) Notification of recommended/rejected applications are sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

1.1.2 Deadlines for Recommended Applications (from units to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies for recommendations from graduate units. Individual units may have earlier deadlines.

Session	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

IMPORTANT: Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies for an earlier deadline than those listed above. Applicants are advised to confirm the deadline of the unit to which the application is being made. Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/index.html

The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications may be considered for the next available start date.

1.1.3 Application Fee

A $100.00 (CDN) fee must accompany admission applications from all Canadian, Permanent Resident or International applicants.

1.1.4 Transcripts:

Applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the University of Manitoba. **Applicants must ensure that the original transcripts bearing the university seal or attested copies are sent directly from their issuing university to the Faculty of Graduate Studies.** In cases where the transcript does not/will not clearly state that a degree has been conferred, an official degree certificate must accompany the transcript. It is important that the transcript(s) arrive as soon as possible to coincide with the arrival of the application.

1.1.5 Transcripts: International

Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal translations of all records**.** To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution.

1.1.6 Transcripts: University of Manitoba

University of Manitoba students are not required to submit University of Manitoba transcripts.

1.1.7 Proficiency in English

A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the English Language Proficiency Test Exemption List (see next section). If applicable, this score is required as a basis for admission and applicants will NOT be accepted pending receipt of an acceptable score. Documented proof of either of the above must be submitted with the application for admission. **Please note:** scores more than two years old are not acceptable.

Thresholds required for successful completion are indicated in parentheses. Note**:** Some units may require a specific test or test scores greater than those indicated below:

- University of Michigan English Language Examination Assessment Battery (MELAB) (80%)
- Test of English as a Foreign Language (TOEFL)– Paper-based test (550); Internet based -iBT (80)
- Canadian Test of English for Scholars and Teachers (CanTEST) (band 4.5 in listening and reading and band 4.0 in writing and oral interview)
- International English Language Testing System (IELTS) (6.5)
- Academic English Program for University and College Entrance (AEPUCE) (65%)
- Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset)

Note:
In addition, foreign language students may be asked by the unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the unit may recommend remedial measures in language skills based on the results of the CanTEST.

1.1.8 English Language Proficiency Test Exemption List

Applicants holding secondary school diplomas and/or university degrees from certain countries are exempt from the English Language Proficiency Test requirement. A list of additional countries exempt from the English Language Proficiency Test can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm:

1.1.9 Letters of Recommendation

Letters of Recommendation forms are available in the Faculty of Graduate Studies Office, 500 University Centre or on the web:

http://umanitoba.ca/faculties/graduate_studies/media/letter_of_reference.pdf

Two Letters of Recommendation must be sent to the Faculty of Graduate Studies in individually sealed envelopes with the referee's signature across the closing flap of the envelope. Alternatively electronic letters of reference will also be accepted. Applicants should check with the unit to which they are applying as some units require more than two Letters of Recommendation on a form approved by individual units.

1.1.10 Admission Tests

Some units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular unit, and if required, the scores must be submitted at the time of application.

1.1.11 Entrance Requirements

The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two previous years of full time university study (60 credit hours).

Note: This is the minimum requirement of the Faculty of Graduate Studies and units may have higher standards and additional criteria.

1.1.12 Eligibility of University of Manitoba Staff Members

A staff member at the University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the unit in which the appointment is held.

1.2 Registration Procedures

1.2.1 Registration

Undergraduate students are not allowed to register in graduate courses; that is, admission to the Faculty of Graduate Studies is a condition for registration in courses at the 6000 level and above.

All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering by

registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the unit, a student may defer registration for up to one term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the unit, for up to one year following acceptance.

All programs must be approved by the Head of the major unit or designate. Approval to take courses from units outside the major unit must be obtained from the outside unit.

The approval or denial of admission and registration to two programs rests with the Dean of the Faculty of Graduate Studies in consultation with the unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration.

Where a student does register in two programs, the student must declare themself as part-time in at least one of the programs. Students should note that completing a graduate program as a part-time student will affect their eligibility for the University of Manitoba Graduate Fellowship (UMGF) and may limit other funding possibilities.

1.2.2 Re-Registration

Any student whose program of study extends for more than one year must re-register in both the fall and winter terms of each succeeding year of his/her program until a degree is obtained (or in the case of pre-Master's students, their program is completed). **Failure to re-register will result in the discontinuation of his/her graduate status.** A student who has been discontinued and would like to be considered for continuation in a program must apply for re-admission, which is not guaranteed**.** The re-registration requirement does not apply to occasional students, visiting students, pre-Master's students or students on an Exceptional or Parental Leave of Absence (please refer to "Leave of Absence", Section 8 of this Guide).

The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.

1.2.3 Registration Revisions

For designated periods subsequent to registration, approved revisions may be made. It is required that students adhere to dates and deadlines as published in the Academic Schedule of the Graduate Academic Calendar.

Note: Graduate students are not permitted to withdraw from courses without written permission from their unit Head on recommendation from their advisor/advisory committee. The notation "Required to Withdraw" will be placed on the academic record of any graduate student who has withdrawn from courses without such approval.

1.2.4 Western Deans' Agreement

This agreement was established in 1974 as an expression of co-operation and mutual support among universities offering graduate programs in western Canada. Its primary purpose is the reciprocal enrichment of graduate programs throughout western Canada. This agreement is not intended to preclude other agreements between participating institutions.

1.2.4.1 The Western Deans' Agreement normally provides an automatic tuition fee waiver for visiting students. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution.

1.2.4.2 Students may be required to pay student, activity, application, or other ancillary fees to the host institution, according to general policies in effect at the host institution. Wherever possible, these fees will also be waived.

1.2.4.3 Students will qualify for the fee waiver if they:

a) present the "Authorization Form: Western Deans' Agreement" signed by the Dean or designate and the unit Head or advisor of a participating Western institution specifying the courses to be taken for credit toward a graduate degree program at their home institution;

b) are in good standing in a graduate program at the home institution;

c) have paid all current and back fees at the home institution.

1.2.4.4 Students must meet all requirements as prescribed by the host university's regulations, deadlines, class capacities, and course prerequisites.

1.2.4.5 Registration is possible in courses at both the graduate and undergraduate levels, and in credit courses offered through distance education or other means. To be eligible, courses must be an integral part of the applicant's graduate degree program. Fee waiver is not permitted for audit or non-credit courses.

1.2.4.6 Students must have the Authorization Form approved by the relevant unit Head and the Faculty of Graduate Studies at the host institution at least two weeks prior to the commencement of the course(s) requested. The fee waiver is not available retroactively.

1.2.4.7 Students are subject to regulations of the home institution governing credit for the courses to be undertaken. As a condition of registration at the host institution, students will arrange for official transcripts from the host institution to be sent to the home institution confirming successful completion of courses selected.

1.2.4.8 Students must send confirmation of registration and notice of any change to the graduate Records Office of the home institution at the time of registration or course change is completed.

1.2.4.9 Students may not claim fee waivers under the terms of this Agreement for a period of more than 12 months in total.

1.2.4.10 Each institution has its own regulations regarding the maximum number of transfer credits permitted in a given degree program. A list of the participating Universities can be found at http://wcdgs.ca/

1.3 Course Classifications

1.3.1 General Classifications

Students who register through Aurora Student Information System (Aurora Student) must also have prior approval of the unit Head or designate. Students registering through Aurora Student

should add only those courses that are a Major course in their program. Courses with Auxiliary "X", Audit "A", or Occasional "O" status (see below) must be added by the unit.

"X" Auxiliary course: Course is not a major requirement of the program but is required by the student's advisor.** Extra courses that are not part of the Master's or Ph.D. program but which are specified and required by the student's advisor, may be classified as X (Auxiliary) and the grade will not be included in the degree GPA which appears on the transcript. However, X course grades may be used in the calculation of the GPA for continuation in the program and a minimum grade requirement may be required for X coursework by the unit. (Please consult the individual unit's supplemental regulations.) Additionally, X courses are used in the calculation of the GPA for the purposes of Admission and Awards. (The University of Manitoba Graduate Fellowship (UMGF) and International Graduate Student Scholarship (IGSS) use X courses in the calculation of the GPA.) The student's advisor and unit Head must determine if there is a valid need for the registration in courses under the X classification. A maximum of 12 credit hours under the X course classification is permitted while registered in a given program.

"A" Audit course: Course is not taken for credit. No grade is recorded.

"O" Occasional course: Course is not a requirement of the program.

**** Note:** Changes in course classifications are regarded as course/program changes and may not be made without approval (refer to the "Registration Revision" section of this Guide) or after the deadline dates for course changes as indicated in the Academic Schedule of the *Calendar*.

1.3.2 Continuing Courses (CO)

For those graduate level courses (6000, 7000, and 8000) which are being taken by students enrolled in the Faculty of Graduate Studies and which continue beyond the normal academic term, the instructor shall recommend that a mark classification of "CO" be used until such time as a final grade can be established. If the course is not completed by August 31, the student must re-register for the course(s).

Graduate level courses (6000, 7000, and 8000) which extend beyond the normal academic term must be denoted as such in this Guide.

In the absence of an assigned mark of "CO", the student may receive a mark of "F" in that term.

Note: A CO will normally not be permitted longer than twelve months. In exceptional circumstances, where a CO grade is requested for a second twelve months, at the time the CO grade is submitted, the instructor and unit Head must also submit the "Recommendation for Continuing Status of a Course" form stating the reason for the CO and the deadline by which the course must be completed.

1.3.3 Incomplete Courses

Students who are unable to complete the term work prescribed in a course may apply to the instructor prior to the end of term for consideration of a grade classification of "Incomplete". It is understood that the student is to write the final examination if one is scheduled for the course.

Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work.

Normally, the following maximum extensions are allowed:

August 1st for courses terminated in April

December 1st for courses terminated in August

April 1st for courses terminated in December

If a final grade is not reported within one month of the extension deadline, the Incomplete (I) classification will be dropped and the grade will remain as awarded. The student will no longer have an opportunity to improve the grade. In no case will the satisfaction of the incomplete requirements result in a lower grade being awarded.

1.4 Student Status/Categories of Students

1.4.1 Full-Time And Part-Time Students

Graduate students who are participating in studies on a regular basis in an academic term and/or are registered in the academic year are considered to be full-time students. Graduate student status is not determined by the number of credit hours taken per term. Therefore, such students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students.

Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the “Change of Status” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the unit Head and submitted to the Faculty of Graduate Studies.

Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one month of the start of the Summer term.

For every full year (twelve months) a student is declared as part time they will receive an additional four months in time. For every two years (24 months) a student is declared as part time they will receive an additional year (12 months) in time. Retroactive status changes will not be made.

1.4.2 Pre-Master’s Or Qualifying Students

In specific cases where the academic background of the student is judged to be insufficient for the given program in a unit, the unit may recommend that the student be admitted to a pre-Master’s program of study. The pre-Master’s program is intended to bring the student’s standing to approximately the level of an Honours graduate in the major unit, and to provide any necessary prerequisites for courses.

1.4.3 Occasional Students

A student wishing to take graduate courses with no intention of applying them toward an advanced degree at the University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the occasional category.

Note:

1. Transfer of courses from the “occasional” category to a degree program is not automatic: request for advance credit must be made within the first year of a degree program.

2. Fees paid by a student while registered as an occasional student are not transferable, at a later date, to a degree program.

3. Registration in the occasional student category can be for no more than one academic year without reapplication.

4. At least 60% of course work per academic year must be taken at the graduate level while registered as an occasional student.

1.4.4 Joint Masters (With the University of Winnipeg)

The University of Manitoba and the University of Winnipeg offer four joint Master’s programs: History, Religion, Public Administration, and Peace and Conflict Studies. The University of Manitoba Faculty of Graduate Studies is responsible for the administration of the joint programs, and students must complete the regular University of Manitoba application and registration forms. Students taking pre-Master’s qualifying work for these programs register at the University where the courses are being taken.

1.4.5 Visiting Students

Visiting students are students who are registered at another institution who are taking one or more courses at the University of Manitoba on a Letter of Permission from their home university.

SECTION 2: Academic Performance – General

2.1 General Note

Students are ultimately responsible for ensuring that they meet all degree and program requirements. The advisor (and if appropriate co-advisor), advisory committee, and unit must ensure that each student follows the guidelines and meets the program requirements. The Faculty of Graduate Studies performs a final check of program requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to the degree requirements. Failure to meet all the requirements will render a student ineligible to graduate.

Units may make recommendations with respect to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by units:

The unit is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or coursework and the unit must outline any recommended remedial action(s).

The unit must notify the student of the deficiency and of its recommendation.

If the student fails to satisfy any remedial action recommended, the student may be required to withdraw from the Faculty of Graduate Studies.

Note:

When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw". Voluntary withdrawal from a program is only permitted if the student is in good academic standing.

Recommendations of units will supersede student requests for voluntary withdrawal.

A student who has been required to withdraw from a graduate program at The University of Manitoba may be permitted to apply for admission to another graduate program only if the application for admission is approved by the Dean of the Faculty of Graduate Studies.

2.2 Academic Performance

Student progress shall be reported ***at least*** annually to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two consecutive "in need of improvements" normally requires the student to withdraw.

2.3 Performance in Course Work

A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.

A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. Each failed course may be repeated or replaced only once, to a maximum of 6 credit hours of coursework. If a course is repeated or replaced, the most recent grade obtained will be used in the determination of the degree grade point average.

Note:

In exceptional circumstances, the unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above.

Students receiving a grade of C or less in more than 6 credit hours of coursework are required to withdraw, unless otherwise stated in the unit's supplemental regulations.

Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the unit's supplemental regulations.

All actions taken administratively are to be reported, in summary form, to the Faculty of Graduate Studies Executive Committee.

SECTION 3: General Regulations: Pre-Master's

3.1 Admission and Program Requirements

Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two full years of university study will be considered for admission to a pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Units may specify higher or additional criteria. Admission to a pre-Master's program does not guarantee future admission to a Master's program. As the pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree, units should assign to students, as part of their pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. Courses at the 7000 level or above cannot be taken in a pre-Master's program. Courses taken as part of the pre-Master's program may not be transferred to a Master's program at a later date.

3.2 Academic Performance

3.2.1. The unit Head is responsible for assigning the courses and monitoring the progress of each student.

3.2.2. A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.

3.2.3. Students deficient in 6 hours of credit or less may be permitted to write a supplemental examination (when offered in the unit's supplemental regulations) in courses in which a grade of C or less was obtained.

3.2.4. Students deficient in 6 hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one supplemental examination in each course (when offered in the unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses.

Note: In exceptional circumstances, when a student is deficient in more than 6 credit hours, the student may be permitted to repeat the pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent course work in order to make up the deficiencies.

A student may be permitted to repeat the pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only once for each course to a maximum of 9 credit hours of course work.

If a course is repeated or a supplemental examination is written, the most recent grade obtained in that course will be used in the determination of the degree GPA.

The degree GPA is cumulative in a pre-Master's program if more than one year is required to complete the course requirements.

All action taken administratively is to be reported in summary form to the Faculty of Graduate Studies Executive Committee.

SECTION 4: Master's Degrees General Regulations

4.1 General

Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/532.html), and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, progression and completion. Individual units may offer Master's programs by one or more of the following programs:

- Thesis/practicum-based;
- Course-based/comprehensive;
- Accredited professional.

4.2 Diploma Programs

The regulations for the Master's program shall also prevail for diploma programs. All students should consult the unit supplemental regulations regarding diploma programs.

4.3 Admission

4.3.1 General Criteria

Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:

- Graduates of four-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from:
    - Canadian institutions empowered by law to grant degrees; or
    - Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies.
- Graduates from first-cycle Bologna compliant degrees.
- Students who have completed the pre-Master's program from:
    - the University of Manitoba; or
    - Canadian institutions empowered by law to grant degrees; or
    - Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.

All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.

4.3.2 Pre-Master's Programs

In specific cases where the academic background of the student is judged to be insufficient for the given program in a unit, the unit may recommend that the student be admitted to a pre-Master's program of study (Section 3).

The pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree in the major unit, and to provide the student with any necessary prerequisites for courses to be taken in the Master's program.

4.4 Program Requirements

In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the unit and may follow the unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.

4.4.1 Thesis/Practicum Route:

A minimum of 12 credit hours of course work, unless otherwise stated in the unit's supplemental regulations, plus a thesis or practicum. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at the University of Manitoba.

4.4.2 Course-based/Comprehensive Examination Route:

A minimum of 24 credit hours of course work and comprehensive examination(s). The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless supplemental regulations indicate otherwise.

4.4.3 Accredited Professional Route:

The credit hours and course requirements shall reflect the requirements of the external accrediting body.

4.4.4 Language Reading Requirements

Some units specify a language requirement for the Master's degree. Students should check unit supplemental regulations regarding this requirement.

4.4.5 Advanced Credit

Advance credit for courses completed prior to admission to a Master's program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completing the "Recommendation for Advance Credit (Transfer of Courses)" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

- Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section).

- No more than half of the required course work for the program can be given advance credit.
- A course may not be used for credit toward more than one program.
- The student must register at The University of Manitoba for at least two terms within a single academic year as a full-time student and must also complete the thesis at the University of Manitoba.

Regardless of the extent of advanced credit received, all students are required to pay applicable program fees.

4.4.6 Transfer Credit

Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:

- must be approved for transfer to the program of study by the unit and the Faculty of Graduate Studies before the student may register for them;
- are considered on an individual basis;
- cannot be used for credit towards another degree;
- may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required.

Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office; an original transcript and course equivalency must be provided.

4.4.7 Time in Program

The minimum time for students in the Master's program is equivalent to two terms. Most units require more than this and students should check unit supplemental regulations regarding specific requirements.

The maximum time allowed for the completion of the Master's degree is four years for students declared as full-time s and six years for students declared as part-time . Some units may have specified maximum time limits and students should periodically check unit supplemental regulations regarding specific requirements.

Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies **at least three, but no more than four, months** prior to expiration of the respective maximum time limit.

A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

4.5 Student's Advisor/Co-Advisor

Each student should have an advisor upon entry into the program, and must have one assigned no later than one term following registration. The advisor must:

- hold at least a Master's degree or equivalent
- be a member of the Faculty of Graduate Studies
- have expertise in a discipline related to the student's program

It is the responsibility of the unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.

In units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the unit Head, within one term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.

In special circumstances, an advisor and co-advisor, upon approval of the unit Head may advise a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. Together the advisor/co-advisor shall fulfill the role of advisor. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both co-advisors' signatures are required on all documents where the advisor's signature is required.

The advisor/co-advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work.

The advisor and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor and the student are required to sign the agreement; if the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, Head of the unit or the Dean of the Faculty of Graduate Studies.

Should, during the student's program, the relationship between the student and advisor significantly deteriorate, the matter should be referred to the unit Graduate Chair, the Head of the unit or to the Dean of the Faculty of Graduate Studies.

All students should consult unit supplemental regulations for specific details regarding advisor/co-advisor requirements.

4.6 Advisory Committee

4.6.1 Thesis/Practicum Route

Advisory committees are normally selected by the advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice to the student during his/her research program. The advisory committee must consist of a minimum of three members (including the advisor/co-advisor), two of whom must be members of the Faculty of Graduate Studies, one of whom must hold a primary appointment from within the unit and one of whom must hold no appointment within the unit. Advisory committees may include one non-voting guest member who has expertise in a related

discipline but is not a member of the Faculty of Graduate Studies. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.

Additional specifications regarding the advisory committee are found in the unit supplemental regulations and students should consult these regulations for specific requirements.

4.6.2 Course-based/Comprehensive Examination Route

Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the unit's supplemental regulations and students should consult these regulations for specific requirements.

4.6.3 Accredited professional programs

Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the unit's supplemental regulations and students should consult these regulations for specific requirements.

4.7 Courses and Performance

4.7.1 Course or Program Changes

Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and unit Head. Withdrawal from courses or changes of course category without such approval will result in the student being required to withdraw from the Faculty of Graduate Studies.

4.7.2 Lapse of Credit of Courses

Courses completed more than seven years prior to the date of awarding of a degree may not normally be used for credit toward that degree.

4.7.3 Academic Performance

Student progress shall be reported ***at least*** annually to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two consecutive "in need of improvements" normally requires the student to withdraw.

4.7.4 Performance in Coursework

A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.

4.7.5 Performance not related to Coursework

In some units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report Form" (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the unit Head to the Dean of the Faculty of Graduate Studies.

4.8 Requirements for Graduation

All students must:

- maintain a minimum degree grade point average of 3.0 with no grade below C+,
- meet the minimum and not exceed the maximum course requirements, and
- meet the minimum and not exceed the maximum time requirements.

Individual units may have additional specific requirements for graduation and students should consult unit supplemental regulations for these specific requirements.

4.8.1 Thesis/Practicum Route

4.8.1.1 Thesis vs. Practicum

Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum.

A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The rigour required for the practicum is equal to that required for the thesis. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual units have specific requirements for graduation and students should consult unit supplemental regulations for specific requirements.

The thesis is developed under the mentorship of the advisor/co-advisor. Individual units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee/unit Head; students should consult unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.

4.8.1.2 Examining Committee

The advisor will recommend an examining committee to the unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "Master's Thesis/Practicum Title

and Appointment of Examiners" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). This form must be approved by the Dean of the Faculty of Graduate Studies prior to the distribution of the thesis

Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the unit's Supplemental regulations. The examining committee must consist of a minimum of three members (including the advisor), two of whom must be members of the Faculty of Graduate Studies, one of whom must hold a primary appointment from within the unit and one of whom must hold no appointment within the unit. All examiners must be deemed qualified by the unit Head and be willing to serve. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual units require specific requirements for examination and students should consult unit supplemental regulations for specific requirements.

The Head of the unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:

- Acceptable, without modification or with minor revision(s); or
- Acceptable, subject to modification and/or revision(s); or
- Not acceptable.

4.8.1.3 Oral Examination

For units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the unit's responsibility to warn the student of any risk involved should he/she decide to proceed against the unit's recommendation.

All members of the examining committee must be present at the examination.

The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then approve that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.

Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.

The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis to the Faculty of Graduate Studies. The advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.

The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the thesis/practicum final report form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate

his/her opinion by his/her signature. If two or more examiners do not approve the thesis, then the student is deemed to have failed the defence.

The examining committee may recommend to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.

4.8.1.4 Failure

In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.

A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:

- The examining committee reports on the merits of the written thesis;
- The defence; or
- A combination of both stages.

The examining process should be completed within one month of distribution of the thesis/practicum.

4.8.2 Course-based/Comprehensive Examination Route

Students must demonstrate his/her mastery of their field. The specific procedures for evaluation of this mastery are stated in individual units' supplemental regulations. students should consult unit supplemental regulations for specific requirements.

In those units where comprehensive examinations are required, students should consult unit supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the Report on Comprehensive Examination form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.

4.9 Style and format

The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see Appendix 1).

4.10 Deadlines for Graduation

The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copies of the thesis/practicum); comprehensive examination; or M. Eng. project, design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project/Design thesis) the unit must forward potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation date is published in the Academic Schedule of the Academic Graduate Calendar (http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx)

4.11 Details for Submissions of Final Copies

Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:

- One digital version submitted as an e-thesis/practicum at the MSpace website (https://mspace.lib.umanitoba.ca/index.jsp)
- One hard copy submitted to the Faculty of Graduate Studies. This is required for the University Library and remains the property of the University of Manitoba.
- Final approval and release forms.

4.12 Publication and Circulation of Thesis/Practicum

Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, he/she will be required to grant a license of partial copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program.

Note: This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author.

The forms and conditions pertaining to these license agreements are available in the Faculty of Graduate Studies office. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have been delineated and the importance of copyright and/or patents fully comprehended.

Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included.

Notes:

Copyright – Copyright in theses/practicum is protected in international copyright law. A copyright symbol © or (c) is incorporated on a page containing statements of permission to lend copies of the thesis or practicum. After completion, this page should be inserted in the thesis/practicum immediately following the title page. Blank copies of this page are available from the Faculty of Graduate Studies Office. For further information on copyright see http://umanitoba.ca/admin/vp_admin/ofp/copyright/index.html

Patents –Refer to the section "Policy of Withholding Theses Pending Patent Applications" in this Guide.

Restriction of Theses/Practica for Publication – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor, may request in writing that the Dean of the Faculty of Graduate Studies restrict access, for a period up to one year after submission, of the digital and unbound paper

versions of a thesis or practicum submitted to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.

Library and Archives Canada – A copy of the thesis is forwarded to the Library and Archives Canada.

SECTION 5: Doctor of Philosophy General Regulations

The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by the University of Manitoba solely as a result of coursework study.

Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/532.html), and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, progression and completion

5.1 Admission

5.1a General criteria

Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. However, the criteria for admissions into the Ph.D. program are more stringent than for Masters' programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.

5.1b Direct Admission from the Bachelor's Honours or equivalent

With special recommendation of the unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study). Once admitted, these students must complete at least 24 credit hours of course work, unless the individual unit's approved supplemental regulations specify otherwise, and will be assessed Ph.D. fees for 3 years.

5.1c Transfer from the Master's to the Ph.D. program

Students who have not completed a Master's program may transfer to the Ph.D. program within the same unit upon the recommendation by the Head of the unit to the Faculty of Graduate Studies. The recommendation should be made within 18 months of the student's commencement of the Master's program. The coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual unit's approved Supplemental regulations specify otherwise.

The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one month prior to the term for which the student intends to commence the Ph.D. program. The following are required when making the request: The "Application for Admission" form (and application fee); "Ph.D. Selection Committee Report" form (http://umanitoba.ca/faculties/graduate_studies/media/cte_selection_report.pdf); and in

the case where the student does not hold a Master's degree, a letter of recommendation from the Head of the unit.

If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for 3 years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for 2 years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on the University of Manitoba Graduate Fellowship duration.

Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same unit on the recommendation of the student's advisor/co-advisor and Head of the unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full 2 years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a 3 year Ph.D.

5.1d Provisional Admission to the Ph.D.

Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the unit and the Faculty of Graduate Studies to complete dual registration in the Master's and Ph.D. program simultaneously.

5.1e English Language Proficiency

Applicants whose first language is not English and who have not resided in a designated English-speaking country for three years immediately prior to application must provide proof of English language proficiency. Normally, this is done by providing results directly to the Faculty of Graduate Studies from one of the following recognised English language competency tests:

- MELAB – Minimum Final score of 80
- TOEFL – Minimum iBT score of 80, or a minimum PBT 550
- canTEST – Minimum band of 4.5 in Listening and Reading, and a band of 4.0 in Writing
- IELTS – Minimum score of 6.5 on the Academic Module
- CAEL – Minimum 60 overall and 60 on each subject
- AEPUCE – Minimum 65% overall.

The language competency test may be waived if the applicant has completed a degree at a recognised University where the language of instruction is English. Some units specify an additional language requirement for the Ph.D. degree. Students should check unit supplemental regulations regarding this requirement.

In all cases, test scores older than two years are invalid.

5.1f Students with Disabilities

See Accommodation Policy for Students with Disabilities:

http://umanitoba.ca/admin/governance/governing_documents/students/281.html

5.2 Student Advisor, Co-advisor and Advisory Committee

5.2a Student Advisor

Every Ph.D. student must have an advisor, appointed by the Head of the unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic unit. The advisor is directly responsible for the supervision of the student's graduate program. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic unit, the Faculty of Graduate Studies, the university, and external funding agencies. The academic advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the unit and the Faculty of Graduate Studies.

The advisor must:

- be a member of the Faculty of Graduate Studies,
- hold a Ph.D. or equivalent)*,
- be active in research, and
- have expertise in a discipline related to the student's program.

*Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not considered *per se* to be equivalent to a Ph.D.

Usually the student and the advisor choose to work together by mutual agreement. In units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not exceed eighteen months after entry in to the program before a permanent advisor is chosen.

The advisor and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor and the student are required to sign the agreement; if the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, the Head of the unit or the Dean of the Faculty of Graduate Studies.

Should, during the student's program, the relationship between the student and advisor significantly deteriorate, the matter should be referred to the unit Graduate Chair, the Head of the unit or to the Dean of the Faculty of Graduate Studies.

5.2b Co-advisor

In special circumstances, upon approval of the Head of the unit, an advisor and co-advisor may advise a student.

The co-advisor must:

- be a member of the Faculty of Graduate Studies
- hold a Ph.D. or equivalent*
- be active in research.

*Equivalency will be approved by the Dean of the Faculty of Graduate Studies, determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not considered *per se* to be equivalent to a Ph.D.

The co-advisor will usually be identified either:

A) at the beginning of a student's program in situations where:
1 .the student desires to draw equally upon the expertise of two individuals, or
2. the project is interdisciplinary in nature and requires the expertise of two advisors from their respective disciplines or
B) mid-way through a student's program due to:

1. the project develops in such was as requires an additional advisor from a different discipline, or
2. the unit introduces a new Faculty member, to the standards of the unit, whose expertise facilitates the student's project.

When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both the advisor and co-advisor's signatures are required on all documents where the advisor's signature is required.

In all instances the Faculty of Graduate Studies must be informed of the co-assignment.

5.2c Advisory Committee

The Head of the unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are normally selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice to the student during his/her program. The advisory committee must consist of a minimum of three members of the Faculty of Graduate Studies, one of whom must hold a primary appointment from within the unit and one of whom must hold no appointment within the unit. Advisory committees may include one non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings which must be held at least annually are not intended to take the place of meetings between the student and advisor, which should occur with much greater frequency than the advisory committee meetings.

5.3 Program of Study

As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies and should include:

- information about the minimum or expected time for completion of the degree;
- coursework to be taken;
- any foreign language requirement;
- the research area in which the thesis will be written.

The approval of the student's advisor/co-advisor and the Head of the unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee and the Head of the unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.

5.4 Program Requirements

All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved unit supplemental regulations):

- Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of course work is allowed toward the Ph.D. program.*

- Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of course work is allowed toward the Ph.D. program.**

*****Unless professional accreditation requirements and/or supplemental regulations indicate otherwise.

5.4a Language Reading Requirements

Some units specify a language requirement for the Ph.D. degree. Students are advised to check unit Supplemental regulations regarding this requirement.

5.4b Advance Credit

Advance credit for courses completed prior to admission to a Ph.D. program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completion of the "Recommendation for Advance Credit (Transfer of Courses)" form.

1. Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section).

2. No more than half of the required course work for the program can be given advance credit.

3. A course may not be used for credit toward more than one degree, diploma or certificate.

4. The student must register at The University of Manitoba for one academic year as a full-time student and must also complete the thesis at The University of Manitoba.

5. Regardless of the extent of advanced credit received, all students are required to pay the program fee.

5.4c Transfer Credit

Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:

1. must be approved for transfer to the program of study by the unit and the Faculty of Graduate Studies before the student may register for them;
2. are considered on an individual basis;
3. cannot be used for credit towards another degree ;
4. may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required.

Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office; an original transcript and course equivalency must be provided.

5.4d Lapse of Credit of Courses

Courses completed more than seven years prior to the date of awarding of a degree may not normally be used for credit toward that degree.

5.5 Time limits

5.5a Minimum Time Limit

The minimum time requirement for the program of study for a Ph.D. degree will normally be two years of study beyond the level of the Master's degree, or three years beyond the level of a Bachelor's degree. The student may be permitted to spend one of these years in an approved program of research or study elsewhere. Such permission must be approved by the Dean of the Faculty of Graduate Studies on the recommendation of the student's advisory committee.

5.5b Maximum Time Limit

A student's candidature shall lapse if he/she fails to complete the degree within six years following initial registration in the Ph.D. program. For those students who transfer from the Master's to the Ph.D., years spent in the Master's program are counted as years in the Ph.D. program. Recommendations for extensions of time to complete the degree will be considered on an individual basis and must be approved by the Dean of the Faculty of Graduate Studies.

A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (see also sections “Extension of Time to Complete Program of Study” and “Leave of Absence”) will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be “Required to withdraw”.

5.6 Academic Performance

Student progress shall be reported ***at least*** annually to the Faculty of Graduate Studies on the “Progress Report” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the “Progress Report” form. Two consecutive “in need of improvements” normally requires the student to withdraw.

5.6a Performance in course-work

A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.

5.6b Performance not related to course work

Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. The student’s advisory committee will make a recommendation for required withdrawal to the Head of the unit. The Head of the unit may then recommend to the Dean of the Faculty of Graduate Studies that the student be required to withdraw for reasons of unsatisfactory academic performance.

5.7 Academic Requirement for Graduation

A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.

5.8 Candidacy Examination

The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam will vary from unit to unit. The purposes of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analysing, synthesizing, and communicating ideas about that material in depth.

At the time specified by the advisory committee--normally within the first year after the completion of the Ph.D. program coursework but in no case later than one year prior to expected graduation--the student must successfully complete the formal candidacy examination.

The examination is conducted according to a procedure established by the unit and approved by the Academic Guide Committee of the Faculty of Graduate Studies. Please see the unit supplemental regulations for the format and composition of the examination committee for the candidacy examination.

This examination, which is independent from the thesis Proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. These must be made known to the students.

A pass decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.

The Dean of the Faculty of Graduate Studies must be informed whether the candidate has passed or failed the candidacy examination on the “Report on Ph.D. Candidacy Examination” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).

Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.

On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.

5.9 Thesis Proposal

Some units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific unit supplemental regulations. If units require thesis Proposal approval, this exercise is independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.

5.10 Thesis

An essential feature of Ph.D. study is the candidate’s demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication.

The thesis must be written according to a standard style acknowledged within the candidate’s particular field of study and recommended by the unit, be lucid and well written, and be reasonably free from errors of style and grammar (including typographical errors).

The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at:
http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html

5.11 Thesis Examination Procedures

The final examination for the Ph.D. degree proceeds in three stages (see Figure 5-1):

1. Examination of the candidate’s thesis by an internal examining committee.
2. Examination of the candidate’s thesis by an external examiner.

3. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto.

5.11a Formation of the Examining Committee I - University of Manitoba (Internal) Examiners

The candidate's advisor/co-advisor, in consultation with the Head of the unit, will recommend at least three internal thesis examiners on the "Thesis Title and Appointment of Examiners" form(http://umanitoba.ca/faculties/graduate_studies/forms/index.html) to be forwarded to the Dean of the Faculty of Graduate Studies for approval. One member must hold a primary appointment within the unit and one member must hold no appointment within the unit. All internal examiners must be members of the Faculty of Graduate Studies. Under normal circumstances these will be members of the candidate's advisory committee, if not, approval must be obtained from the Dean of the Faculty of Graduate Studies.

5.11b Formation of the Examining Committee II - External Examiner

The candidate's advisor/co-advisor, in consultation with the advisory committee, will recommend the names of three distinguished scholars from outside the University of Manitoba with particular experience in the field of the thesis research to serve as the external examiner. The recommendations should include a brief CV of each of the prospective external examiners and a short statement detailing the rationale behind the recommendations, the prospective external examiners' qualifications, including a current list of his/her scholarly publications and research activities and, importantly, their experience with graduate student education. If any of the recommended examiners does not meet the following criteria, specified below, a detailed explanation should be included with the rationale for the recommendation.

The external examiner should:

- hold a Ph.D. or equivalent;
- hold the rank of Associate Professor, Full Professor, Senior Scholar or Emeritus Professor (or the equivalent if outside North America) at a university, or have comparable expertise and standing if not a faculty member at a university ;
- have an established reputation in the area of the thesis research and be able to judge whether the thesis would be acceptable at an institution comparable to the University of Manitoba;
- have significant recent experience with the supervision and/or examination of Ph.D. students.

The external examiner should not:

- have acted as an external examiner for the same Ph.D. supervisor within the previous two years;
- have been associated with the candidate at any time or in any significant way in the past five years, present or reasonably foreseeable future (advisor/co-advisor, colleague, teacher, co-author of published material, family member *etc*.)
- be associated with the candidate's advisor/co-advisor in any of the following ways:
    - former student;
    - research advisor/co-advisor;
    - research collaborator within the last five years;
    - co-author of published material within the last five years.

- have had a significant academic disagreement with the candidate, the advisor/co-advisor or any member of the advisory committee.

The Dean of the Faculty of Graduate Studies will choose the external examiner from the list provided by the candidate's advisor/co-advisor and will make the formal invitation to the external examiner. The Dean of the Faculty of Graduate Studies shall ensure the anonymity of the external examiner until it has been determined that the student can proceed to oral defence.

5.11c Changes in the Examining Committee

The Dean of the Faculty of Graduate Studies must approve changes in the membership of the examining committee. No changes shall be made in the examining committee after the thesis is submitted to the Faculty of Graduate Studies. Should the thesis not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and a new "Thesis Title and Appointment of Examiners" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) will be required to be completed.

5.11d Distribution of the Thesis for Examination

It is the responsibility of the Faculty of Graduate Studies to distribute the electronic version of the thesis to all examiners. The Faculty of Graduate Studies shall attempt to ensure that the thesis is distributed to examiners as soon as possible after the submission of all required documentation. The Academic Schedule in the Graduate Calendar should be consulted regarding dates by which theses must be submitted.

Once the thesis has been submitted to the Faculty of Graduate Studies, neither the candidate nor the advisor/co-advisor shall have any communication with the examining committee regarding the thesis. However should the need arise, the external examiner may contact the Dean of the Faculty of Graduate Studies to discuss any issues related to the thesis.

5.11e Responsibilities of the Examiners

In general the examiners are responsible for:

- ensuring that the thesis and the candidate meet recognised scholarly standards for a Ph.D.
- appraising the underlying assumptions, methodology, findings, and scholarly significance of the findings of the thesis
- ensuring that there is no breach of academic integrity in the thesis
- ensuring that the thesis is organized, presents data and uses accepted conventions for addressing the scholarly literature in an acceptable manner
- evaluating that the candidate has the ability to present their findings orally and demonstrate their scholarship by responding to questions and defending the thesis

Note: submission of previously published, peer-reviewed material in the thesis does not preclude its examination, either as a written document being reviewed by examiners or at the thesis defence.

5.11f Process

Internal Examiners

The Dean of the Faculty of Graduate Studies will request the internal examiners to give, within four (4) weeks of the distribution of the thesis, a detailed written report of the thesis and place it into one of the following categories:

1. The thesis represents a distinct contribution to the candidate's field of research and is acceptable as it stands. Minor revisions to content, structure, or writing style may be required. The thesis may proceed to external distribution.
2. The thesis has merit and makes a contribution to the candidate's field; however, there are research-related concerns that have the potential to be addressed in the oral examination. The structure and writing style are acceptable or require only minor revisions. The thesis may proceed to external distribution.
3. The thesis has some merit, but is not acceptable in its current state and requires major revisions to one or more of its core components, such as research content, structure or writing style. The thesis cannot proceed to external distribution.
4. The thesis is unacceptable with respect to its core components, such as research content, structure, and writing style. The thesis cannot proceed to external distribution.

If none or one (the dissenting voice) of the internal examiners fails the thesis (i.e. places it in categories 3 or 4 above), the thesis receives an internal pass and shall proceed to external distribution. Prior to external distribution, the candidate shall have the opportunity to incorporate changes suggested by the examining committee but not necessarily those of the dissenting voice.

If two or more of the internal examining committee fail the thesis (i.e. places the thesis in categories 3 or 4 above) then the thesis fails.

If the thesis fails, the unit Head shall convene a meeting of the internal examining committee and the candidate's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard for a second submission to the internal examining committee. In normal circumstances, this will involve additional scholarly work which the unit Head will describe, in writing, to the advisor/co-advisor, the candidate and the Dean of the Faculty of Graduate Studies.

If more than one of the internal examining committee members fail the resubmitted thesis, this constitutes a second failure. In the case of a second failure, the candidate cannot proceed to external distribution, and the candidate is required to withdraw from the Faculty of Graduate Studies.

The awarding of a passing grade by an individual internal examiner does not preclude them from awarding a failing grade at a subsequent stage in the examination process.

External Examiner

The Dean of the Faculty of Graduate Studies will request the external examiner to give, within four (4) weeks of the distribution of the thesis, a detailed written report of the thesis and rate it either as a pass or a fail. The Dean of the Faculty of Graduate Studies shall ensure the anonymity of the external examiner until it has been determined that the student can proceed to oral defence.

- If the external examiner passes the thesis, the student can proceed to oral defence.
- If the external examiner fails the thesis, the unit Head shall convene a meeting of the internal examining committee and the student's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard. In normal circumstances, this will involve additional scholarly work which the unit Head will describe, in writing, to the advisor/co-advisor, the candidate and the Dean of the Faculty of Graduate Studies.
- If the external examiner fails a resubmitted thesis, this constitutes a second failure. In the case of a second failure, the candidate cannot proceed to oral defence, and the candidate is required to withdraw from the Faculty of Graduate Studies.

The awarding of a passing grade by an external examiner does not preclude them from awarding a failing grade at a subsequent stage in the examination process.

Reports

If advancement to the oral examination is approved, as outlined above, the Dean of the Faculty of Graduate Studies shall provide electronic copies of all reports to each of the advisor/co-advisor, examiners and Head of the unit.

5.12 The Oral examination

5.12a Scheduling

Units cannot proceed with scheduling the oral defence prior to receiving the approved examiners reports from the Faculty of Graduate Studies. The Faculty of Graduate Studies must be notified, with a minimum of two (2) weeks' notice, of the date, time and location of the examination. The examination must be held at the University of Manitoba. It is the responsibility of the unit to ensure that all room booking arrangements are made and appropriate facilities meet minimum standards expected for a Ph.D. defence. In addition, the candidate must submit, in electronic format biographical information and an abstract of the thesis to the Faculty of Graduate Studies.

5.12b Attendance

The Dean of the Faculty of Graduate Studies or designate shall act as Chair of the examination committee.

The attendance of the external examiner in person at the candidate's oral examination is encouraged. If the external examiner will not be present in person, his/her participation via voice or video conferencing is expected.

It is required that all internal members of the examining committee be present at the defence, unless exceptional circumstances prevent this and with prior approval of the Dean of the Faculty of Graduate Studies. Regardless, no more than two participants can use voice or video conferencing.

Under no circumstances can the candidate participate by voice or video conferencing.

Normally, the oral examination shall be open to all members of the University of Manitoba community and the general public. In exceptional cases the final oral examination may be closed; for example, when the results of the thesis research must be kept confidential for a

period of time. In such cases, the examination committee and Head of the unit shall request prior approval in writing from the Dean of the Faculty of Graduate Studies. If approved, the final oral examination shall be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies or designate.

Regardless of open or closed status, no recording devices will be permitted.

5.12c Format of the Examination

The first part of the oral examination shall consist of an oral presentation by the candidate. This is followed by examination of the candidate by the examination committee. If time permits the Chair, at their discretion, may allow questions from members of the audience

5.12d Procedures for the Conduct of the Examination

The Chair should discuss the examination procedures with the examiners in camera prior to the beginning of the formal examination.

The Chair will introduce the candidate and request him/her to give a concise (20 to 25 minute) oral presentation of the thesis to include a summary of the problem addressed, the results obtained and the conclusions drawn from the study.

Following the presentation, the Chair will invite questions from each member of the examining committee, taking care to ensure that each examiner has approximately equal time for questions. The total time for questions by the examining committee must not exceed two (2) hours.

The Chair may exercise his/her discretion in allowing questions from the audience following completion of the formal examination. Once assuming the role of Chair, he/she foregoes the right to comment on the merits of the thesis whether or not he/she is an expert in the field.

5.12e Decision of the Committee:

Following completion of the formal examination, the candidate and audience must leave the examination room. The decision of the examining committee will be based both on the content of the thesis and on the candidate's ability to defend it.

The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms “pass” or “fail” and each examiner must indicate his/her opinion by his/her signature:

- Pass: the candidate has satisfactorily presented their findings orally and answered, to the satisfaction of the examination committee, the methodology, observations and conclusions presented in the thesis. The advisor/co-advisor is charged with ensuring that any minor editorial or typographical revisions are satisfactorily completed. The Chair shall report this decision to the Dean of the Faculty of Graduate Studies on the "Final Oral Examination of the Ph.D. Thesis" form. Those examiners in agreement must indicate, by their signatures, concurrence with the passing grade.
- Fail: the candidate has failed to adequately orally present, or satisfactorily respond to questions posed related to, the thesis. This shall include significant

defects in conception, methodology or context. The Chair shall report this decision, including providing the detailed written reasons for this decision, to the Dean of the Faculty of Graduate Studies on the "Final Oral Examination of the Ph.D. Thesis" form. Each examiner in agreement must indicate, by his/her signature, concurrence with the failing grade. A copy of the report will be made available to the candidate by the Dean of the Faculty of Graduate Studies.

If the external examiner **plus** two or more internal examiners indicate a pass, then the candidate passes the examination.
If the external examiner **or** two or more internal examiners indicate a fail, the candidate fails the examination.

5.13 Candidate Awards

The examination committee may recommend in writing to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.

5.14 Graduation

The candidate will be recommended for the Ph.D. degree upon receipt by the Faculty of Graduate Studies of favourable reports by the thesis examining committee, a corrected copy of the electronic version of the thesis submitted to MSpace, a corrected copy of the paper version of the thesis (submitted to the Faculty of Graduate Studies), final approval and release forms and providing all other degree requirements have been satisfied.

5.15 Student Withdrawal

A student will be required to withdraw when the Ph.D. thesis has been rejected twice at the stage where:

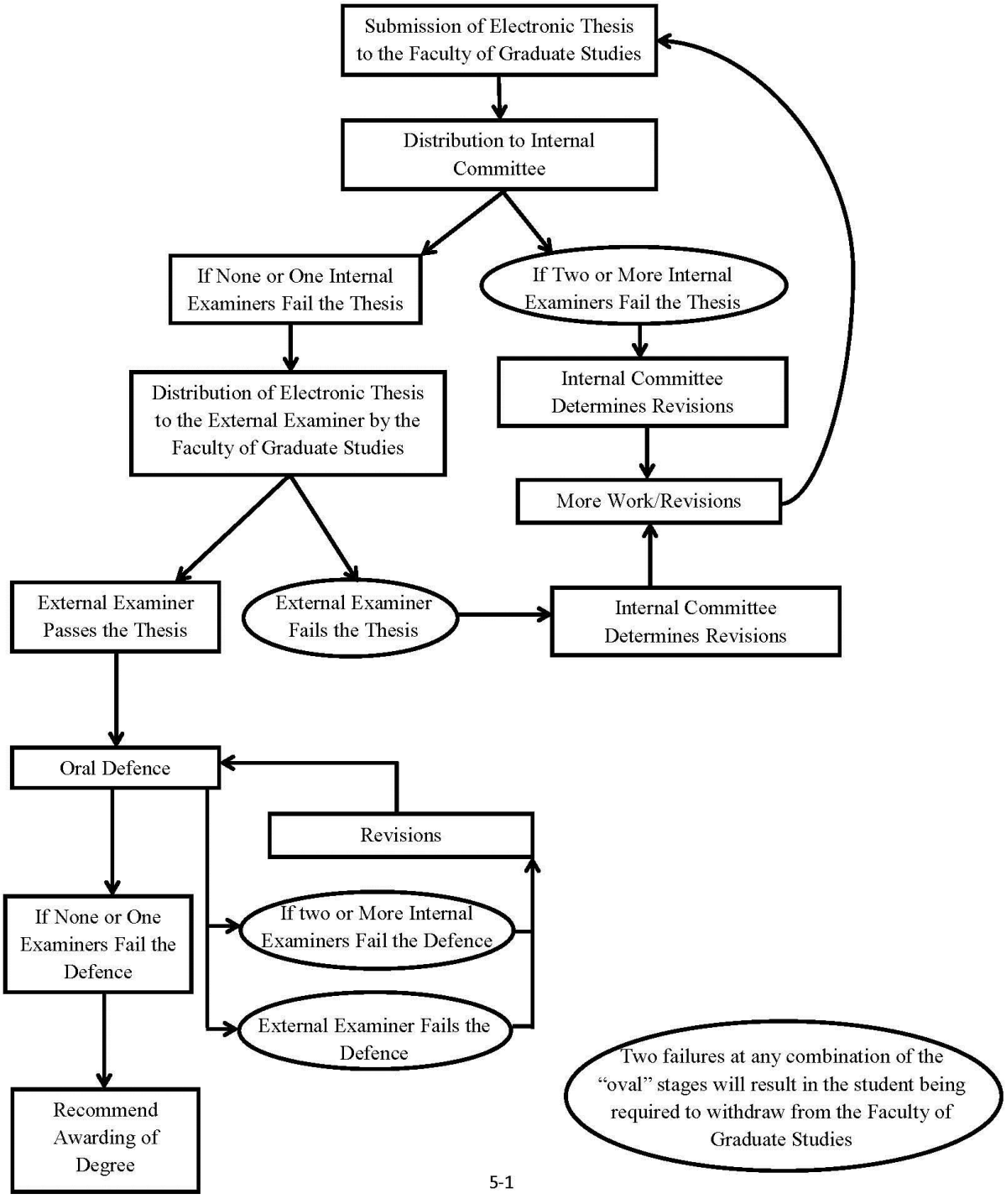
a) The internal examining committee reports on the merits of the written thesis;

b) The external examiner reports on the merits of the written thesis;

c) The oral examination; or

d) A combination of any of these stages.

Figure 1: Flowchart of Ph.D. thesis submission, examination and defence



5-1

SECTION 6: Policy of Withholding Thesis Pending Patent Applications Content or Manuscript Submission

In 1970 the University of Manitoba Board of Governors and Senate approved a policy on accepting research grants from outside agencies. This policy defined the right of agencies to defer release of information and thus ensure freedom of publications for research findings of University personnel. Occasionally, the University may also wish to restrict the release of a thesis pending patent application. For additional details, see the University of Manitoba governing document:
http://umanitoba.ca/admin/governance/governing_documents/community/235.html

This situation may arise in the two circumstances defined below, both of which are governed by the same set of regulations.

1. Where a research project is known to contain patentable items as defined in the research contract, then it is the responsibility of the advisor to give written information of the restrictions on publication to the student prior to the start of the thesis research. If the student agrees to carry out the research, then the regulation given below will apply.
2. Where a patentable item is found during the course of research, then the advisor and the student may make application for patent rights through the University Patent Committee, and the following regulation will apply concerning the release of the thesis.

Regulations Concerning Release of a Thesis During Application and Negotiation For Patents

The Dean of the Faculty of Graduate Studies will receive the approved thesis. On written joint request of the advisor and the student, the Dean will retain the thesis for a period not to exceed one year.

Regulations Concerning Release of Thesis Pending Manuscript Submission

The Dean of the Faculty of Graduate Studies will receive the approved thesis. On written joint request of the advisor and the student, the Dean will keep the thesis for a period up to one year.

SECTION 7: Extension of Time to Complete Program of Study Content

All requests for extensions will normally be dealt with administratively and reported, in summary form, to the Executive Committee of Graduate Studies for information. The student must complete the "Request for Extension" form http://umanitoba.ca/faculties/graduate_studies/forms/index.html and submit it to his/her major unit for recommendation to the Faculty of Graduate Studies **at least three, but no more than four, months** prior to expiration of the respective maximum time limit. Requests for an extension are reviewed by the Faculty of Graduate Studies on a case by case basis.

The extension time requested must closely reflect the time required to complete the program. More than one extension period may be considered, but the total time for all extensions will not normally exceed two years. Requests for extension must be accompanied by a realistic timeline that has been agreed upon by the student and advisor/co-advisor and endorsed by the unit Head. Students granted extensions may be asked to enrol full-time during the period of the extension, and may also be required to meet contingencies or carry out remedial work to be associated with the extension.

SECTION 8: Leaves of Absence

8.1 Regular Leave

A regular leave is intended to allow students to meet responsibilities/plans related to family, travel or employment and circumstances not covered by the parental or exceptional leaves. At the student's request, the Head of the unit may recommend to the Dean of the Faculty of Graduate Studies that a student be granted a leave of absence for a period of time not to exceed one year. While on leave of absence, a student would not be expected to conduct study and/or thesis research work. Students on regular leaves of absence will be required to maintain continuous registration and pay the appropriate continuing fee. If a student has program tuition fees (as opposed to continuing fees) owing at the time of the granting of the leave, the tuition fees will be deferred until the student returns from leave; however, the continuing fee will be levied.***** A regular leave of absence status does not extend the time limits as outlined in Faculty of Graduate Studies regulations.

***Program Fees:** The continuing fee in effect at the time of the granting of the leave will be levied. However, if the student returns from leave in January, the normal tuition fee will be levied less the continuing fee already paid.

8.2 Exceptional Leave

In exceptional circumstances for medical or compassionate reasons (e.g. the need to care for an ailing family member), at the request of the student the Head of the unit may recommend to the Dean of the Faculty of Graduate Studies that a student be granted an exceptional leave of absence for a period of time not to exceed one year. While on an exceptional leave of absence, a student is not permitted to maintain study and/or thesis research work, would not be required to maintain continuous registration, nor pay tuition fees. In addition, the leave period would not be included in the time period allowed for the completion of the degree. This leave is not intended to cover circumstances related to travel, employment or financial concerns.

8.2.1 Fees: Students are not expected to pay fees for the term in which they have been granted an exceptional leave. Upon return from the exceptional leave, students will be assessed fees as determined by the Registrar's Office.

8.3 Parental Leave

A graduate student who is expecting a child or who has primary responsibility of the care of an infant or young child immediately following a birth or adoption of a child is eligible for parental leave. The request should be made through the unit, normally for a leave of four to twelve months. Leaves of other duration will be considered on an individual basis. Parental leaves must correspond with (an) academic term(s). While on leave of absence for parental reasons, a student is not permitted to maintain study and/or thesis research work. The leave period is not included in the time period allowed for completion of the degree.

8.3.1 Fees**:** Students are not expected to pay fees for the term in which they have been granted a parental leave. Upon return from the parental leave students will be assessed fees as determined by the Registrar's Office.

Note: At the time of approval of an application for leave, the procedures for the return of the student to the unit at the completion of the leave must be stipulated.

8.4 Awards and Leave of Absence

Students granted exceptional or parental leave will retain the full value of a University of Manitoba Graduate Fellowship or other award whose terms and conditions are established by the Faculty of Graduate Studies. Such an award will be suspended at the onset of the leave and reinstated at the termination of the leave period (4 to 12 months) provided that the student returns to full time study at that time.

Note: Other awards will be paid according to the conditions established by the donor or granting agency.

8.5 Graduate Student Vacation Entitlement

Students are entitled to three weeks of vacation over a 12-month period.

SECTION 9: Appeals – Procedures and Guidelines

9.1 General

Students who disagree with a decision have access to appeal routes as laid out by various Faculty of Graduate Studies and University of Manitoba appeal procedures. Student appeals may be limited by the scope of the inquiry available at each level and category of appeal, as well as the time limitations for submission of appeals.

A further limitation is that the Faculty of Graduate Studies rules and regulations, established to uphold the academic rigour of the University of Manitoba, are generally not subject to appeal unless an appeal route is otherwise stipulated. In situations where no appeal route is available, a student may make a written request to the Dean of the Faculty of Graduate Studies.

Students are referred to the appeals section of the University of Manitoba Governing Documents (http://umanitoba.ca/admin/governance/governing_documents/index.html) for further details.

For students registered in Joint Master's Programs (University of Manitoba and University of Winnipeg) there is a different process for handling appeals and academic dishonesty cases than for University of Manitoba students in regular programs (not Joint Programs). This process is outlined in the Joint Master's Program Governing Documents available at http://umanitoba.ca/faculties/graduate_studies/media/JMP_Regulations.pdf.

9.2 Definitions

- "Appellant" – the graduate student appealing a decision affecting the student's own admission to, academic standing in, awards from or disciplinary action by a unit or the Faculty of Graduate Studies;
- "Appeal Panel" – a panel convened from the members of the Faculty of Graduate Studies Appeals Committee by the Executive Committee of the Faculty of Graduate Studies empowered to deal with appeals stemming from decisions of units or the Faculty of Graduate Studies, or individuals designated to make such decisions;
- "Unit" – the unit council, or appeal body, whose decision is being appealed. This is understood to include decisions taken by individuals or committees acting in the name of the unit and also to the supplementary regulations pertinent to a unit's operation which have been approved by the Faculty of Graduate Studies;
- "Respondent" – a representative of the unit or the Faculty of Graduate Studies designated by the unit Head/Dean of the Faculty of Graduate Studies to represent the unit or Faculty of Graduate Studies.

9.3 Types of Appeal

There are several areas of appeal which are open to appellants:

- admission;
- academic;
- discipline;
- administration (e.g. Fee appeals).

In all cases, appeals should be directed to the Dean of the Faculty of Graduate Studies. A decision of the Faculty of Graduate Studies Appeal Panel is appealable only to the Senate Committee on Appeals or the University Discipline Committee, as appropriate.

9.4 Admission Appeals

Please refer to University of Manitoba Governing Documents: Students: Policy: Admission Appeals Procedures and Guidelines
http://umanitoba.ca/admin/governance/governing_documents/students/286.html

9.5 Academic Appeals

9.5.1 Composition

Faculty members or students are disqualified from participating on an Appeals Panel if he/she:

- holds any academic appointment in the unit in which the appellant is registered;
- is/was a student in the unit in which the appellant is registered;
- was, as an individual, or as a member of a committee or board, responsible for making the decision being appealed.

Note: All members of an Appeal Panel shall participate in all of the deliberations essential for the determination of the matter in dispute. If, in the course of hearing an appeal, a member is not present at the commencement of the hearing or a member cannot continue, the Panel may elect to proceed in the absence of that member. If more than one member is not present at the commencement or cannot continue, the Appeal Panel must adjourn.

9.5.2 Consideration

Appeal Panels will consider appeals:

- stemming from a decision of a unit on academic matters (e.g. failure in a course) only after they have been dealt with by the appropriate unit-level appeal process (if any), as is outlined in its supplementary regulations;
- stemming from a decision of the Faculty of Graduate Studies following the recommended action of a unit (e.g., qualifying examinations, candidacy examinations, thesis proposals, thesis examinations), only after they have been dealt with by the appropriate unit-level appeal process (if any), as outlined in its supplementary regulations;
- stemming from a decision of the Faculty of Graduate Studies.

In all cases, appeals should be directed to the Dean of the Faculty of Graduate Studies. A decision of the Appeal Panel is appealable only to the Senate Committee on Appeals (see http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html).

9.5.3 Grounds for an Academic Appeal

The Appeal Panel shall only consider an appeal if there is some evidence that:

- the unit or the Faculty of Graduate Studies failed to follow the rules of natural justice;
- the unit or the Faculty of Graduate Studies failed to follow procedures;
- a unit or Faculty of Graduate Studies regulation has been unfairly or improperly applied, or has become inapplicable through lapse of time;
- there are documented mitigating circumstances (e.g. medical, compassionate);
- there is apparent conflict between a Senate Regulation, a Faculty of Graduate Studies policy and/or a unit regulation.

Note: It shall be the responsibility of the appellant to indicate clearly and specifically the grounds warranting consideration of the appeal.

9.5.4 Academic Appeal Deadlines

9.5.4.1 Appeal of Term Work:

Students are encouraged to discuss matters relating to grading of term work with their instructor in the first instance. Further appeals of grades on academic term work shall be directed, by the appellant, to the unit responsible for the course within ten (10) working days after the grades for term work have been communicated to students. Following receipt of the appropriate appeal form and evidence of payment of the refundable appeal fee, the unit shall consider the appeal and provide a decision within fifteen (15) working days.

9.5.3.2 Appeal of Faculty of Graduate Studies Decision:

An appeal of action taken by any unit, committee, administrator or faculty member within the Faculty of Graduate Studies must be submitted in writing by the appellant to the Dean of the Faculty of Graduate Studies within fifteen (15) working days of the date from the date that the appellant was informed in writing of the action to be appealed.

9.5.3.3 Appeals to Senate:

As per the University of Manitoba Governing Documents: Students: Policy: Appeals Procedures and Guidelines (http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_procedures.html), appeals to the Senate Committee on Appeals shall be filed with the University Secretary within twenty (20) working days after the mailing of the notice of decision from which the appeal is made.

9.5.5. Academic Appeals Process

9.5.5.1 Documentation

The Dean of the Faculty of Graduate Studies may, on consideration, attempt first to reach an informal solution. If that is judged by the Dean of the Faculty of Graduate Studies to be inappropriate or unfeasible, an Appeal Panel will be formed.

The Dean of the Faculty of Graduate Studies shall inform the appropriate unit head of the nature of the appeal, forward a copy of the appellant's written submission, and request a written response to the appeal within ten (10) working days. An Appeal Panel will be struck and a meeting set by the Dean of the Faculty of Graduate Studies as soon as possible after receipt of the written response from the respondent.

The appellant shall receive, through the Dean of the Faculty of Graduate Studies, the response of the respondent at least one week prior to the date set for the hearing of the appeal. Notices of the hearing shall be sent by the Dean of the Faculty of Graduate Studies to the individuals affected, giving the specific time and place for a hearing.

All documentation that the Appeal Panel will consider shall be made available through the Dean of the Faculty of Graduate Studies Office to both the appellant and the respondent in advance of the hearing. No additional materials may be presented at the time of the hearing. In the case where a request is made to submit additional materials, the Chair shall postpone the hearing and allow no more than ten (10) working days for the other party to respond to the new materials.

9.5.5.2 Hearing

The appellant and respondent shall have the right to appear before the Appeal Panel and to call witnesses that he/she wishes to appear before the panel. It is the responsibility of the party calling witnesses to ensure that the witnesses are informed of the date and time of the hearing. The Dean of the Faculty of Graduate Studies shall be notified not less than four working days prior to the hearing of the names of all witnesses that are to be called and shall inform the other party.

The appellant shall be advised by the Dean of the Faculty of Graduate Studies of the right to appear in person or to be represented by the student advocate, a fellow student or other full-time member of the University community not receiving payment for appearing, or working for legal aid.

In addition, if the appellant wishes, one member of his/her immediate family, and a lawyer, may be present, but only as observers who do not participate. The Dean of the Faculty of Graduate Studies must be notified of any persons to be accompanying the appellant at least four working days prior to the hearing.

Hearings shall be held in closed session unless at least one party requests an open hearing and all parties to the appeal agree to the request. During the hearing, the appellant or the

respondent may request a change in the open or closed nature of the hearing, at which time the Appeal Panel shall determine its procedures.

As the first item of business in dealing with any appeal, the Appeal Panel shall convene (in closed session) to consider whether:

- the Hearing should be an open or closed session;
- whether there are sufficient grounds to proceed with the Hearing;
- whether the Panel has jurisdiction to determine the matter at hand.

If necessary, the Appeal Panel may hear submissions from either party on any of these points. Normally, the appellant and the respondent will be present during the presentation of the other's case.

When an Appeal Panel determines that there are insufficient grounds or that it lacks the jurisdiction to proceed with an appeal hearing, it shall report its reasons to the Dean of the Faculty of Graduate Studies.

Both the appellant (and/or representative) and respondent(s) (and/or representative) will be invited to make opening statements, including calling any witnesses. These statements will be subject to questioning by members of the Appeal Panel and cross-examination by the other party. Both the appellant (and/or representative) and respondent(s) (and/or representative) will be invited to make closing statements at which point no new information may be introduced.

The Appeal Panel may request either the appellant or the respondent(s) to provide additional information, or of its own volition call additional witnesses, before reaching a decision. This should be accompanied by a statement that the parties have a right to be made aware of the Panel's request for information and the results thereof.

All parts of the meeting required by the Appeal Panel to deliberate or determine resolution of the appeal shall be held in camera.

9.5.5.3 Disposition

The Chair of the Appeal Panel shall inform the Dean of the Faculty of Graduate Studies in writing of the disposition of the appeal, the reasons for the decision, and any actions that may result. The Dean of the Faculty of Graduate Studies shall, in turn, inform the appellant and the unit in writing of the disposition of the appeal, the reasons for the decision and any actions that may result. The further right of appeal to the Senate Committee on Appeals should be acknowledged, along with any relevant time limits. The Dean of the Faculty of Graduate Studies may inform the unit of any recommendations brought forward by the Appeal Panel.

9.6 Discipline Appeals

The specific jurisdiction of each of the Disciplinary Authorities is outlined in: University of Manitoba Governing Documents: Students: Bylaw: Student Discipline. See 2.3.3: Table 1: Jurisdiction of Disciplinary Authorities
http://umanitoba.ca/admin/governance/governing_documents/students/868.html

When the appeal is against a disciplinary decision made by the Faculty of Graduate Studies, the appeal routes and procedures as outlined in the following shall prevail: University of Manitoba Governing Documents: Students: Procedures: Student Discipline (http://umanitoba.ca/admin/governance/governing_documents/students/868.html)

If the appeal is from a decision of the Dean of the Faculty of Graduate Studies the appeal statement shall be delivered to the Dean of the Faculty of Graduate Studies on behalf of the Local Discipline Committee (also commonly referred to as the "L.D.C.")

If the appeal is from a decision of the L.D.C., the official statement shall be delivered to the Secretary of the University Discipline Committee (U.D.C.) with a copy to the Dean of the Faculty of Graduate Studies.

9.6.1 Discipline Appeal Deadlines

If a student wishes to appeal a decision, the notice of appeal must be delivered in writing to the appropriate person(s) within ten (10) working days of the student being notified of the decision the student intends to appeal.

9.6.2 Appeal of Violation/Penalty

As per section 2.7.2 of the University of Manitoba Governing Documents: Students: Procedures: Student Discipline http://umanitoba.ca/admin/governance/governing_documents/students/870.html

The student shall clearly indicate in the notice of appeal whether they are appealing the decision on:

(a) the finding of facts;

(b) the disposition determined by the disciplinary authority; or

(c) both (a) and (b).

9.7 Fee Appeals

Please refer to the Registrar's Office webpage on fee appeals: http://umanitoba.ca/student/records/fees/830.htm. To initiate the Fee Appeal procedure, the student completes a Fee Appeal form, available online or in the Registrar's Office, 400 University Centre.

9.8 Grade Appeals

Please refer to the Registrar's Office webpage on grade appeals: http://umanitoba.ca/student/records/exams_grades_hub.html. To initiate the Grade Appeal procedure, the student completes a Grade Appeal form, available online or in the Registrar's Office, 400 University Centre.

9.9 Assistance with Appeals

The Office of Student Advocacy, 519 University Centre, provides information and assistance to students regarding all appeal processes. It is strongly recommended that students contact the Office of Student Advocacy to assist them with any appeal they are considering.

APPENDIX 1: Thesis/Practicum Types

A student/candidate may present a thesis/practicum in one of two acceptable formats:

- Regular style
- Manuscript/grouped manuscript style

The type of thesis/practicum must be approved by the advisory committee and comply with all regulations of the Faculty of Graduate Studies and any supplemental regulations of the unit.

1. Regular Style

1.1 Prefatory Pages

1.1a Title Page

The title page should contain the following information:

- the title of the thesis/practicum,
- the name of the University,
- the degree for which the thesis/practicum is submitted,
- the name of the unit,
- the full name of the author,
- the copyright notation ©.

The title must be a meaningful description of the content of the research. The author's name should be in full, identical to the name under which they are registered and be consistent on all other documents.

1.1b Abstract

The abstract is expected to provide a concise, accurate account of the thesis/practicum. Abstract maximum length is 150 words for a Master's and 350 words for a Ph.D. An abstract should contain a statement of the problem, methods, results and conclusions.

1.1.c Acknowledgements

The content of this single page is left to the discretion of the author. For example, the page may make reference to the student/candidate's advisor and advisory committee, to other individuals who have provided invaluable assistance to the development of the thesis/practicum, and to sources of financial assistance.

1.1d Dedication

A single page pertaining to a dedication is allowed.

1.1e Table of Contents

This must list, and provide page references to, all elements of the thesis/practicum. The numbering and formatting must be identical to the way the material appears in the text. Page numbers should be right justified.

1.1f List of Tables

This should immediately follow the Table of Contents and be of the same format. The list must include the number, name and page number of each table.

1.1g List of Figures

This should immediately follow the List of Tables and be of the same format as the Table of Contents. The list must include the number, name and page number of each figure.

1.1h List of Copyrighted Material

On occasion students/candidates include images, figures, photosand other materials. from copyrighted sources. Written permission from the copyright holder is required. This should follow the List of Tables and follow the same format as the Table of Contents. For further information on copyright see:
http://umanitoba.ca/faculties/graduate_studies/thesis/practicum/553.html

1.2 Format

1.2a Styles
The thesis/practicum should be written in a standard style manual that has been recommended by the unit. Manuals recommended by the Faculty of Graduate Studies include but are not limited to:

- American Psychological Association, Publication Manual of the American Psychological Association;
- Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations;
- The Modern Language Association of America, MLA Handbook for Writers of Research Papers;
- University of Chicago Press, The Chicago Manual of Style;

Students should always use the latest edition available. If there is a conflict between the instructions in this booklet and the style manual chosen, the former should be followed.

1.2b Spelling

Canadian, British or American spelling is acceptable, but one style must be used consistently throughout the document.

1.2c Format

Double space all text material; footnotes and long quotations may be single spaced. The entire thesis/practicum must be in the same text font, style, and size. Font size should be no less than 12 pt Times Roman. Full justification of the text is not required.

1.2d Margins

It is imperative that the specified margins be observed throughout the thesis/practicum. Leave at least a one and one half inch (1.5”) margin from the left hand edge of the paper to allow for binding. This margin applies to all material, including appendices, diagrams, maps, photographs, charts, tables, computer printouts, and others.

1.2e Page Numbers

Each page in the thesis/practicum must be numbered consecutively. Illustrative pages must also be numbered. Roman numerals should be used for the prefatory pages. The remaining pages of the thesis/practicum, beginning with the introduction (Chapter One) should be numbered consecutively in Arabic numerals.

1.3 Footnotes, References and Appendices

Instructions in the style manual recommended by the unit should be followed. Regardless of which style manual is used, format selected must be consistent.

1.4 Figures, Illustrations, Photographs and Design Drawings

1.4a Illustrative Material

All illustrative material must be consistent throughout the thesis/practicum. All figures, illustrations, photographs and drawings must be numbered consecutively in Arabic numerals and accompanied with a title. The material should appear as soon as possible after as it is mentioned in the text. All original materials should be of high quality, with sharp and clear images.

1.4b Layout of Tables and Figures

Each table and figure must have a number and title. The number and title should appear at the top of the table or figure. The title of the table or figure should be as short as possible and indicate the major focus of the material within the table or figure.

1.4 c Oversized Pages and Design Drawings

Oversized pages should be avoided unless absolutely necessary. An alternate layout or a photographic reduction of the material should be attempted in order to accommodate the standard size of page. Ensure the size of the font remains legible after reduction of the material. Facilities for reducing illustrative material are available at the Campus Copy Centre, 118 University Centre. If the charts, graphs, maps, tables, or design drawings cannot be reduced to the size of an 8.5 x 11 size, they should be carefully folded into the document. The fold should not extend the full width of the page in order to avoid damage to the material when the edges are trimmed by the binder.

1.5 Additional Materials

1.5a Consent and Access to Information Forms

Sample copies of consent forms that were used to obtain consent from participants to take part in the information gathering procedures for the thesis/practicum must be included in an Appendix. Any personal information must be omitted from the submitted form.

In some cases, approval from an agency, institution or corporation may have been required before the information gathering procedures could proceed. The original approval form for access should be retained by the student with a copy provided to the Faculty of Graduate Studies upon completion of the thesis/practicum.

1.5b Use of Copyrighted Material

If the thesis/practicum includes copyrighted material (images or more than a reasonable extract (according to the Copyright Act) of another person's work), permission must be obtained from the copyright holder. The Faculty of Graduate Studies has developed a form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) that can be utilized when requesting the use of copyrighted material.

In some cases, copyright holders prefer to use their own permission forms and/or will provide their permission electronically. Both of these are acceptable by the Faculty of Graduate Studies.

Note that obtaining permission may take a considerable amount of time and this must be taken into consideration when meeting a thesis/practicum submission deadline. A reference to written permission having been obtained must be included under the image or text. The reference should also include the date the permission was granted, and the name/title of the copyright holder(s). The original form(s) signed by the copyright holders should be retained by the student with a copy provided to the Faculty of Graduate Studies at the completion of the thesis/practicum.

The thesis/practicum cannot be accepted by the Faculty of Graduate Studies if permission has not been obtained. It is important that the student and their Advisor ensure that the permission has been granted. In some cases, the copyright holder cannot be located or the cost is prohibitive to using the text or image. In these situations, the text or image may have to be omitted from the thesis/practicum.

Subsequently, information on where the reader can locate the image or text should be included, such as the URL, title of book/journal, volume and issue number, page number, publisher, and date of publication. A description of the purpose or significance of the text or image should be provided.

For further information on copyright see:
http://umanitoba.ca/admin/vp_admin/ofp/copyright/index.html

2. Manuscript/Grouped Manuscript Style

A thesis/practicum may comprise a paper, or collection of papers, which are, or are about to be, published. The number of papers that comprise this style of these will be determined between the student and the advisory committee. The formatting of the thesis/practicum must be consistent throughout the thesis/practicum and the thesis/practicum cannot merely consist of several papers or articles bound within the one document.

Publication, or acceptance for publication, of research results prior to the presentation of the thesis/practicum does not supersede the evaluation of the work by the examination committee (*i.e.* does not guarantee that the thesis/practicum will be found acceptable). Examiners may specify revisions regardless of the publication status.

The thesis/practicum must follow the same prefatory information (1.1), spelling, formatting margin requirements, page numbering (1.2b-d), footnotes and appendices (1.3), figures, illustrations photographs and drawings (1.4) and any additional material (1.5) as those outlined above.

There must be an introductory chapter to the entire thesis/practicum which includes its own bibliography. The collection of papers or articles must contribute toward the overall theme that

represents the thesis/practicum work and must be smoothly integrated into the flow of the thesis/practicum to produce a unified document. This may require changes or additions to, and re-writing of, any work which has been previously published.

The thesis/practicum must contain connecting text between the different chapters providing logical links to allow the integration of the information. **These connecting sections are mandatory**. Not including these sections may compromise the ability of the examiners to evaluate the thesis/practicum and accordingly there may be subsequent potential consequences.

The thesis/practicum must contain a concluding chapter that includes a discussion on how the thesis/practicum, with its findings, provides a distinct contribution to knowledge in the research area.

In the case of multi-authored papers, the nature and extent of the student/candidate's contribution, and those of the other authors, must be explicitly specified in a section entitled "Contributions of Authors" in the "Preface" of the thesis/practicum. The advisor/co-advisor, by signing the thesis/practicum submission form, attests to the accuracy of these statements and will be asked to reaffirm at the oral defence in the case of a doctoral thesis/practicum.

- The Faculty of Graduate Studies Academic Guide Committee met on January 10, 2013 and endorsed the regulation changes in the Faculty of Graduate Studies Academic Guide.
- The Faculty of Graduate Studies Executive Committee met on January 28, 2013 and endorsed the regulation changes in the Faculty of Graduate Studies Academic Guide.

Recommendations

THAT Senate approve the Report of the Faculty Council of Graduate Studies [dated February 27, 2013] regarding regulations changes to the Faculty of Graduate Studies Academic Guide.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

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

April 15, 2013

Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Faculty of Agricultural and Food Sciences Council Bylaw

Preamble

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

   http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html

   wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on December 6, 2012 (electronically) to consider proposed changes to the Faculty of Agricultural and Food Sciences Council Bylaw, as recommended by the Faculty.

Observations

1. The Faculty of Agricultural and Food Sciences submitted revised Faculty Council Bylaws, which formed part of the Faculty of Agricultural and Food Sciences Handbook, and which had been updated to reflect administrative changes and current practices.

2. The Committee reviewed the Handbook and had no concerns with respect to the revisions to the Faculty Council Bylaws. Several recommendations and observations were made with respect to matters included in the Handbook but outside of the Faculty Council Bylaws. The Faculty subsequently addressed all of those matters.

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT the revised Faculty of Agricultural and Food Sciences Council Bylaws be approved by Senate.

Respectfully submitted,

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

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

THE FACULTY OF AGRICULTURAL AND FOOD SCIENCES COUNCIL BY-LAW

This by-law is supplementary to the Faculty and School Council General By-Law and Department Council By-Laws currently approved by Senate.

I FACULTY COUNCIL

1. Membership

In addition to those persons provided for in the General By-Law, the Faculty Council of Agricultural and Food Sciences (hereafter referred to as Faculty Council) shall be composed of:

a) Part-time Professors, Associate Professors, Assistant Professors and Lecturers holding academic rank in the faculty who have the major responsibility in the teaching of at least one academic course in the degree or diploma program,

b) the Faculty Librarian,

c) the Senior Stick~~, the Vice-Stick, the Senior Treasurer, the Secretary~~ and the Diploma ~~Representative on~~ Stick, or their representatives, from the Council of the Faculty of Agricultural and Food Sciences Students' Organization (F.A.S.O.),

d) one graduate student representative selected by the Executive of the Graduate Students Association for a one year renewable term starting June 1. This representative will be registered in a graduate program in one of the departments of the faculty,

e) two support staff members. At a meeting convened by the Associate Dean (Academic) or designate, one member shall be elected by and from office staff, and one member elected by and from non-office staff. The term shall be one year starting June 1.

2. Meetings

a) There shall be at least four regular meetings of Council during each academic year.

b) Meetings shall be called by the Dean on his/her own motion or at the written request of any ten members of Council.

c) At least five working days written notice shall be given of regular council meetings and at least twenty-four hours' notice for any special Council meeting.

d) The Dean (or designate) shall preside at all meetings of Council subject to the right of the President to take the Chair at any time.

e) Twenty-five members shall constitute a quorum for the conduct of business at any meeting of Council.

II COMMITTEES

a) There shall be standing committees as required by Senate and as deemed necessary by Faculty Council and which report directly to Council. [3]

b) Students shall be represented on such committees, in such numbers and with such rights of participation as provided for in the standing rules of the faculty.

c) Undergraduate student members of Committees of Council shall be selected by the F.A.S.O. Council.[4]

d) Graduate student members of Committees of Council shall be selected by the Executive of the Graduate Students' Association from among those students registered in a graduate program of one of the departments in the faculty.

e) The Dean shall be a member ex officio of all Standing and ad hoc Committees. A member of the Dean's office staff may be invited to attend any meeting of a committee and may, with the approval of the Dean, be appointed Secretary of a committee.

III ELECTION AND REMOVAL OF SENATE REPRESENTATIVE

All and only members of Council holding a full-time academic appointment in the faculty are eligible for election to Senate from Council and eligible to vote for the election or removal of members to the Senate.

(Revised by Faculty Council, May 7, 1999)

(Approved by Senate on May 12, 1971. Further edited by Senate Committee on Rules and Procedures in May, 1972. Amended by Faculty Council on September 27, 1972, and on May 16, 1980, and by Senate, June 2, 1981.)

[3] ~~Terms of Reference in Section 6~~
[4] ~~Section 6, page 6.1~~

IV RULES

1. Standing Rules

The Council may enact or amend standing rules and procedures for conduct of the affairs of the faculty by a majority vote of those members of Council present and voting at a meeting of Council provided that five days' notice of the proposed enactment or amendment is given.

2. Rules of Order

Meetings of Council shall be governed by the rules of procedure adopted by Senate except where the standing rules of Council provide otherwise.

THE FACULTY OF AGRICULTURAL AND FOOD SCIENCES COUNCIL BY-LAW

This by-law is supplementary to the Faculty and School Council General By-Law and Department Council By-Laws currently approved by Senate.

I FACULTY COUNCIL

1. Membership

In addition to those persons provided for in the General By-Law, the Faculty Council of Agricultural and Food Sciences (hereafter referred to as Faculty Council) shall be composed of:

a) Part-time Professors, Associate Professors, Assistant Professors and Lecturers holding academic rank in the faculty who have the major responsibility in the teaching of at least one academic course in the degree or diploma program,

b) the Faculty Librarian,

c) the Senior Stick and the Diploma-Stick, or their representatives, from the Council of the Faculty of Agricultural and Food Sciences Students' Organization (F.A.S.O.),

d) one graduate student representative selected by the Executive of the Graduate Students Association for a one year renewable term starting June 1. This representative will be registered in a graduate program in one of the departments of the faculty,

e) two support staff members. At a meeting convened by the Associate Dean (Academic) or designate, one member shall be elected by and from office staff, and one member elected by and from non-office staff. The term shall be one year starting June 1.

2. Meetings

a) There shall be at least four regular meetings of Council during each academic year.

b) Meetings shall be called by the Dean on his/her own motion or at the written request of any ten members of Council.

c) At least five working days written notice shall be given of regular council meetings and at least twenty-four hours' notice for any special Council meeting.

d) The Dean (or designate) shall preside at all meetings of Council subject to the right of the President to take the Chair at any time.

e) Twenty-five members shall constitute a quorum for the conduct of business at any meeting of Council.

II COMMITTEES

a) There shall be standing committees as required by Senate and as deemed necessary by Faculty Council and which report directly to Council.

b) Students shall be represented on such committees, in such numbers and with such rights of participation as provided for in the standing rules of the faculty.

c) Undergraduate student members of Committees of Council shall be selected by the F.A.S.O. Council.

d) Graduate student members of Committees of Council shall be selected by the Executive of the Graduate Students' Association from among those students registered in a graduate program of one of the departments in the faculty.

e) The Dean shall be a member ex officio of all Standing and ad hoc Committees. A member of the Dean's office staff may be invited to attend any meeting of a committee and may, with the approval of the Dean, be appointed Secretary of a committee.

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(Revised by Faculty Council, May 7, 1999)

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2. Rules of Order

Meetings of Council shall be governed by the rules of procedure adopted by Senate except where the standing rules of Council provide otherwise.

April 23, 2013

Report of the Senate Committee on University Research RE: Responsible Conduct of Research

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) are found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html2.

2. The Committee met on March 25, 2013 to review the re-write of the *Academic Fraud* policy, now the *Responsible Conduct of Research* policy and procedures (*Responsible Conduct of Research – Investigation Procedures*), and the proposed policy *Responsible Conduct of Research - Code of Research Ethics*.

Observations:

1. The proposed policy on the *Responsible Conduct of Research* is a major re-write of the University's existing policy on *Academic Fraud*.

2. In the *Responsible Conduct of Research* policy, it is required that the University defines its expectations for researchers on the responsible conduct of research. The proposed policy on *Responsible Conduct of Research - Code of Research Ethics* provides the required definition.

3. The review of policies was sparked by the requirements of the Tri-Agencies (NSERC, SSHRC, and CIHR), which are the University's largest funders of research. The Tri-Agencies established a Panel on the Responsible Conduct of Research, supported by a Secretariat, which undertook an extensive study and consultation on research ethics. Among the results of this work is a document known as the Tri-Agency Framework: Responsible Conduct of Research.

4. In order to continue to be eligible to receive funds from any of the Tri-Agencies, institutions are required to follow the Framework and to produce policies on research ethics which comply with the Framework.

5. The Tri-Agencies set a timeline for institutions to adopt a compliant policy, and our school received an extension allowing us until "early 2013" to get our policy in place.

6. Consultation has been conducted with:

    a. The University of Manitoba Faculty Association
    b. The Senate Committee on University Research
    c. Human Resources
    d. Office of Legal Counsel
    e. Provost's Office

7. The policy on *Responsible Conduct of Research* and the related *Responsible Conduct of Research – Investigation Procedures* are forwarded to Senate, for information.

Recommendation

The Senate Committee on University Research recommends:

> **THAT Senate approve and recommend to the Board of Governors the establishment of the *Responsible Conduct of Research - Code of Research Ethics* policy.**

Respectfully submitted,

Dr. Digvir Jayas, Chair
Senate Committee on University Research

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

UNIVERSITY OF MANITOBA

UNIVERSITY OF MANITOBA
POLICY

Policy:	**Responsible Conduct of Research – Code of Research Ethics**
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	Board of Governors, on recommendation by Senate
Authority:	Responsible Conduct of Research Policy
Responsible Executive Officer:	President, delegated to Vice-President (Research & International)
Contact:	Vice-President (Research & International)
Application:	Students, Employees and Researchers

Part I
Reason for Policy

1.1 The University has adopted a Policy on the *Responsible Conduct of Research*. Part of that Policy requires that the University define its expectations for Researchers on the responsible conduct of Research.

Part II
Policy Content

Definitions

2.1 The following terms have the following defined meanings for the purpose of this Policy and its Procedures.

(a) all terms defined in the Policy *Responsible Conduct of Research* have the same meaning in this Policy.

(b) **"Work"** means all original literary, dramatic, musical, and artistic works, performances, communication signals, and sound recordings, in any media, capable of protection under the *Copyright Act* (Canada), as amended from time to time.

Code of Research Ethics

2.2 All Researchers shall conduct their Research in accordance with this Code.

Academic Rigour

2.3 Researchers shall use a high level of rigour in proposing and performing Research, and in particular must refrain from the following:

(a) *Non-Compliance*: Failure to apply for all necessary approvals or conduct the Research in accordance with the University's policies (including research ethics approvals), the requirements of Funding Agencies, the rules of professional governing bodies, and all relevant laws;

(b) *Falsification*: Failure to accurately record methodologies, data and findings, including manipulating, changing, or omitting material portions;

(c) *Fabrication*: Making up or manufacturing methodologies, data or findings;

(d) *Destruction of records*: Failure to keep complete and accurate records of methodologies, data and findings, including destroying them in a manner which does not comply with the University's policies regarding records management; and

(e) *Redundant publication*: Re-publishing previously published data and findings, without acknowledgement of the previous publication.

Attribution

2.4 Researchers shall acknowledge the efforts and contributions of others, and in particular must refrain from the following:

(a) *Plagiarism*: Failure to accurately cite and reference all published and unpublished Works, data, methodologies, and ideas used in Research, including presenting such materials as one's own;

(b) *Copyright Breach*: Failure to obtain permission for the use of all Works, in accordance with the applicable copyright law, and the University's policies, procedures, guidelines and rules related to copyright; and

(c) *Invalid Authorship*: Failure to accurately attribute the authorship of reports, papers and publications, and in particular failure to:

i. include as authors, any persons who have materially or conceptually contributed to, and are willing to share responsibility for, the contents;

ii. not include as an author any person making a material or conceptual contribution but unwilling to share responsibility for the contents;

iii. exclude as an author any person who has not made a material or conceptual contribution to the publication; and

iv. acknowledge authors in a manner consistent with their respective contributions, the generally accepted practices of the area of specialty, and the authorship policies of the relevant publication.

Conflict of Interest

2.5 Researchers shall avoid or appropriately manage any conflict of interest, and in particular:

(a) report any real, potential, or perceived conflict of interest, in accordance with the University's policy on *Conflict of Interest*;

(b) refuse to engage in Research where there is no reasonable plan for the management of a conflict of interest; and

(c) identify all contributors to Research, including writers, Funding Agencies, and sponsors.

Funding Agencies

2.6 Researchers shall engage with integrity with Funding Agencies, and in particular must refrain from the following:

(a) *Misrepresentation*: Failure to provide true, complete and accurate information to Funding Agencies, including failure to:

i. provide accurate proposals, applications, reports and information;

ii. only include persons as co-applicants, collaborators or partners who have agreed to be included in proposals as such; and

iii. accurately describe the qualifications of those persons participating in the Research, including on any Curriculum Vitae.

(b) *Mismanagement of Funding*: Failure to expend money granted by Funding Agencies only for purposes approved by the Funding Agency; and

(c) *Breach of Policy*: Failure to comply with all relevant policies of the Funding Agencies.

Supervision of Research

2.7 A principal investigator or co-investigator (the "Supervisor") assumes primary responsibility to take all reasonable steps to ensure that Research conducted under their direction complies with this Code.

2.8 The Supervisor must, in regard to any Research conducted under their direction:

(a) meet regularly with those they supervise in regard to the Research;

(b) encourage the use of a high level of rigour in:

i. developing methodologies;

ii. recording data and findings;

iii. analyzing and interpreting data and findings; and

iv. fairly reporting and/or publishing data and findings.

(c) review the work of those they supervise to the fullest extent practical;

(d) exercise particular scrutiny over publications to which the Supervisor will be named an author; and

(e) generally establish systems and safeguards to give the Supervisor a high degree of comfort that the Research complies with this Code.

2.9 A Supervisor's responsibility does not relieve each Researcher involved with a project from their personal obligation to comply with this Code.

Code Not Exhaustive

2.10 This Code is not intended to be an exhaustive list of all ethical issues which may arise in regard to Research.

2.11 In addition to those matters referenced in this Code, Researchers are expected to follow the principles of responsible Research generally accepted in the academic community and/or by a relevant Funding Agency.

2.12 Researchers have an obligation to inform themselves as to the principles of responsible Research generally accepted in the academic community and/or by a relevant Funding Agency.

2.13 The University, through the office of the Vice-President (Research & International) has the obligation to make opportunities available for Researchers to learn about the Policy, the Code, the principles of responsible Research generally accepted in the academic community, and the rules of major Funding Agencies.

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the President, delegated to Vice-President (Research & International), that a formal review of this Policy is required.

3.2 The President, delegated to the Vice-President (Research & International), is responsible for the communication, administration and interpretation of this Policy.

3.3 All Researchers are responsible for complying with this Policy.

Part IV
Authority to Approve Procedures

4.1 The Vice-President (Research & International) or the President may approve Procedures which are secondary to and comply with this Policy.

Part V
Review

5.1 Governing Document reviews shall be conducted every ten (10) years by the Responsible Executive Officer. The next review date for this Policy is <>, 2023.

5.2 In the interim, this Policy may be revised or repealed if:

(a) the Approving Body deems necessary or desirable to do so; or

(b) the Policy is no longer legislatively or statutorily compliant; and/or

(c) the Policy is now in conflict with another Governing Document.

Part VI
Effect on Previous Statements

6.1 This Policy supersedes the following:

(a) all previous Board/Senate Governing Documents on the subject matter contained herein; and

(b) all previous Administration Governing Documents on the subject matter contained herein; and

(c) all previous Faculty/School Council Governing Documents stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

(a) Responsible Conduct of Research Policy; and

(b) Conflict of Interest Policy.

UNIVERSITY OF MANITOBA

UNIVERSITY OF MANITOBA
POLICY

Policy:	**Responsible Conduct of Research**
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	Board of Governors
Authority:	University of Manitoba Act Section # 16(1) and The Tri-Agency Framework: Responsible Conduct of Research
Responsible Executive Officer:	President, delegated to Vice-President (Research & International)
Contact:	Vice-President (Research & International)
Application:	Students, Employees and Researchers

Part I
Reason for Policy

1.1 The University of Manitoba (the "University") wishes to ensure the highest standards of integrity in all Research (as defined below) associated with the institution.

Part II
Policy Content

Definitions

2.1 The following terms have the following defined meanings for the purpose of this Policy and its Procedures.

(a) **"Breach"** means conduct, behaviour, actions or omissions which are inconsistent with or violate the Code of Research Ethics. Innocent errors and oversights may constitute a Breach, but intention will be considered in regard to any penalty, discipline or other measures taken following an Investigation.

(b) **"Code"** means the Code of Research Ethics applicable to Researchers, and adopted as a related Policy.

(c) **"Designated Officer"** means an employee of the University designated to be the single central point of contact for receipt of Disclosures, and managing Investigations.

(d) **"Disclosure"** means an allegation or complaint that the Code of Research Ethics has been or is likely to be Breached.

(e) **"Funding Agency"** means a government agency, foundation, private or corporate

sponsor of Research at the University, including the Tri-Council agencies: Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada (NSERC), and Social Sciences and Humanities Research Council of Canada (SSHRC).

(f) **"Investigation"** means an investigation into an alleged Breach, in accordance with the Procedures adopted under this Policy.

(g) **"Research"** means research, scholarship and creative works, whether funded or not, which are associated with or undertaken under the auspices of the University, and in particular:

i. an undertaking intended to create or extend knowledge through a disciplined inquiry or systematic investigation;
ii. the systematic acquisition of knowledge through disciplined inquiry, or the dissemination of such knowledge through any means or medium; and
iii. an undertaking intended to result in creative works and activities.

"Research" is not intended to include the routine development of teaching materials or administrative duties.

(h) **"Researcher"** means any individual associated with the University who engages in or supports Research, including faculty, staff, students, post-doctoral fellows, research associates, research assistants, laboratory assistants, visiting researchers, and anyone holding an academic appointment with the University (including nil-salary appointments and adjuncts).

2.2 The objectives of this Policy are:

(a) to ensure that all Research associated with the University meets the highest standards of integrity;

(b) to define for the University's Researchers the institution's expectations for the responsible conduct of Research;

(c) to ensure Funding Agencies have confidence in Research at the University, and have accurate and reliable information for their funding decisions;

(d) to ensure public and private funds allocated to Research are spent responsibly; and

(e) to provide a fair and thorough investigation process into allegations that Research has not been conducted with integrity.

2.3 In furtherance of these objectives, the University will:

(a) define expectations regarding the responsible conduct of Research through the adoption of a Code of Research Ethics;

(b) through the office of the Vice-President (Research & International), educate Researchers regarding this Policy, the Code and the responsible conduct of Research generally;

(c) adopt Procedures which encourage Disclosures to be made, provide for a fair and thorough Investigation, and protect individuals involved in such an Investigation; and

(d) where required or desirable, report the results of Investigations to Funding Agencies.

2.4 Any person who is found to have caused or contributed to a Breach may be disciplined or dismissed, as may be appropriate in the circumstances.

2.5 Following a Breach, the University shall take all other action it deems reasonably necessary to remedy a Breach and restore integrity to Research at the University.

2.6 The University desires to protect integrity in Research by encouraging legitimate Disclosures and the participation of required members of the University community. As a result, all persons to which this policy applies, whether or not Researchers themselves:

(a) must disclose any credible evidence of a Breach, about which they become aware; and

(b) must provide reasonable cooperation in the Investigation of a Breach.

2.7 Where this Policy or its Procedures conflict with the provisions of a collective agreement, the collective agreement will prevail.

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the President, delegated to Vice-President (Research & International), that a formal review of this Policy is required.

3.2 The President, delegated to the Vice-President (Research & International), is responsible for the communication, administration and interpretation of this Policy.

3.3 All Researchers are responsible for complying with this Policy.

Part IV
Authority to Approve Procedures

4.1 The Board of Governors (where appropriate upon the recommendation of the Senate) may approve related Policies and Procedures which are secondary to and comply with this Policy, which will include, but not be limited to:

(a) a Code of Research Ethics.

4.2 The President may approve Procedures which are secondary to and comply with this Policy, which will include, but not be limited to:

(a) the appointment of a Designated Officer;

(b) receiving and reviewing Disclosures;

(c) conducting Investigations in accordance with the principles of procedural fairness and natural justice;

(d) respecting the confidentiality of information collected in relation to Disclosures and Investigations;

(e) protecting persons involved in Disclosures against reprisal;

(f) protecting Researchers in regard to unfounded allegations of a Breach;

(g) producing a Report at the conclusion of an Investigation;

(h) implementing discipline, if necessary;

(i) advising persons involved in an Investigation, Funding Agencies and others as to the results of an Investigation; and

(j) generally defining the responsibility, authority and accountability of members of the University community under the Policy.

Part V
Review

5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is ___.

5.2 In the interim, this Policy may be revised or rescinded if:

(a) the Approving Body deems necessary or desirable to do so; or

(b) the Policy is no longer legislatively or statutorily complaint; and/or

(c) the Policy is now in conflict with another Governing Document.

Part VI
Effect on Previous Statements

6.1 This Policy supersedes the following:

(a) University of Manitoba Policy on Academic Fraud;

(b) Guidelines on Responsibilities for Research Ethics;

(c) all previous Board/Senate Policies, Procedures, and resolutions on the subject matter contained herein; and

(d) all previous Administration Governing Documents, and directives on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be crossed referenced to the following relevant Governing Documents, legislation and/or forms:

(a) Conflict of Interest Policy;

(b) Student Discipline By-law; and

(c) Collective Agreements (various).

UNIVERSITY OF MANITOBA

UNIVERSITY OF MANITOBA
PROCEDURE

Procedure:	**Responsible Conduct of Research – Investigation Procedures**
Parent Policy:	Responsible Conduct of Research
Effective Date:	
Revised Date:	
Review Date:	
Approving Body:	President
Authority:	Responsible Conduct of Research Policy
Responsible Executive Officer:	President, delegated to Vice-President (Research & International)
Contact:	Vice-President (Research & International)
Application:	Students, Employees and Researchers

Part I
Reason for Procedure

1.1 These Procedures are intended to detail how the University will manage Disclosures and Investigate allegations under *Responsible Conduct of Research Policy*.

Part II
Procedural Content

Definitions

2.1 All terms defined in the Policy have the same meaning in these Procedures.

(a) **"Chair"** means the Chair of the Investigation Committee.

(b) **"Committee"** means the Investigation Committee appointed by the Designated Officer as contemplated by subsections 2.20 to 2.24 of these Procedures.

(c) **"Initial Review"** means the Initial Review of a Disclosure contemplated by subsections 2.14 to 2.19 of these Procedures.

(d) **"Person"** means any person seeking advice about making a Disclosure, or making a Disclosure, including:

i. any member of the University community, including Researchers;

ii. representatives of Funding Agencies; and

iii. members of the general public.

(e) **"Reprisal"** means any of the following measures, taken against a person because they have sought advice about making a Disclosure, made a good-faith Disclosure, or cooperated in an Investigation:

i. discipline;
ii. academic penalties (in the case of students);
iii. demotion;
iv. termination of employment;
v. termination of an academic appointment;
vi. any other measure which significantly adversely affects his or her working conditions or educational experience; and
vii. a threat to take any of the measures referred to above.

(f) **"Report"** means the report of the Investigation Committee, prepared and distributed in accordance with subsections 2.45 to 2.51 of these Procedures.

(g) For the purposes of these Procedures, an "academic appointment" is deemed to include nil-salaried and adjunct faculty members.

Designated Officer

2.2 The Designated Officer for the University will be the Vice-President (Research & International).

2.3 The Designated Officer may delegate some or all of his or her responsibility under these Procedures, either generally or with regard to a particular Disclosure, to any Associate Vice-President in the office of the Vice-President (Research & International).

2.4 The Designated Officer will take reasonable steps to educate the University community on the Policy, the Code, and these Procedures.

2.5 The Designated Officer shall hold the official file regarding all Disclosures and Investigations, and manage the file in accordance with the University's policies on records management.

Designated Officer in Conflict

2.6 If the subject matter of a Disclosure is such that it would be inappropriate for the Designated Officer to manage the matter, for reason of conflict of interest or any other reason, the Designated Officer may:

(a) Appoint any Associate Vice-President in the office of the Vice-President (Research & International) to manage the particular Disclosure; or

(b) Appoint any other employee of the University, who is a member of the academic staff, to act as an interim Designated Officer for the purposes of managing the particular Disclosure.

2.7 Any delegation under subsections 2.2.to 2.6 regarding a particular Disclosure shall be made with notice to the Person making the Disclosure.

Receipt of Disclosures

2.8 A Person may seek advice on making a Disclosure from the Designated Officer. A request for advice must be made in writing.

2.9 A Person may make a Disclosure to the Designated Officer, only in writing, containing the following information:

(a) the name of the Person;

(b) contact information for the Person;

(c) a description of the alleged Breach;

(d) the approximate date(s) of the alleged Breach; and

(e) the names of the individuals suspected of the Breach.

2.10 No further action is required by the Designated Officer or the University if a Disclosure does not strictly meet the above requirements, including where the Disclosure is not in writing, is anonymous, or does not contain all the required information.

2.11 Notwithstanding subsection 2.10, a Designated Officer may act on a non-compliant Disclosure if he or she deems the issue to be sufficiently serious and credible. Where an anonymous Disclosure is accepted, the communications with the disclosing Person normally required by these Procedures will no longer apply.

2.12 Where a Disclosure is received by an individual at the University other than the Designated Officer, they will immediately forward the Disclosure to the Designated Officer.

2.13 The Designated Officer shall advise any relevant Funding Agency of the essential allegations in a Disclosure if, in his or her opinion, the Disclosure involves a significant financial, health and safety, or other risk. The information provided, or copy of the Disclosure, may be edited in accordance with the law and University policy, to protect the identity of those involved, personal and personal health information.

Initial Review of Disclosures

2.14 Except in extenuating circumstances, the Designated Officer will review all Disclosures (the "Initial Review") within 15 working days of receipt.

2.15 A Disclosure will be accepted after Initial Review if, in the opinion of the Designated Officer, the Disclosure:

(a) was made in good faith, and is not frivolous or vexatious;

(b) deals with Breach to which the Policy applies; and

(c) Has not already been (or is not in the process of being) investigated in another forum or pursuant to another policy or procedure which would deal comprehensively with the

Breach alleged in the Disclosure.

2.16 The Person will be informed in writing as to the results of the Initial Review, including where a Disclosure is rejected, the reasons for such rejection. Where the Initial Review was not completed within 15 working days, the Person will also be informed as to the reason for the delay.

2.17 Where the Disclosure alleges a Breach by an individual holding an academic appointment at the University, the Provost (or designate) will be informed of the results of the Initial Review.

2.18 A Disclosure which is rejected will require no further action by the Designated Officer or the University.

2.19 Where a Funding Agency has been advised of a Disclosure, the Designated Officer shall also advise (no later than 60 calendar days following receipt of the Disclosure) as to whether or not an Investigation will proceed.

Investigation Committee

2.20 The Designated Officer will immediately cause an Investigation to be conducted into any Disclosure accepted after Initial Review (the "Investigation").

2.21 The Designated Officer will appoint a minimum of three individuals to form an Investigation Committee (the "Committee") to conduct the Investigation, and select a Chair for the Committee from among its members.

2.22 In appointing the Committee, the Designated Officer will consider the skills necessary to conduct the particular Investigation, and the potential for any conflict of interest. The Committee must have a membership of at least three, in which persons holding an academic appointment are a majority, and otherwise be composed as follows:

(a) a minimum of one person (no maximum) holding an academic appointment at the University (which may include the Designated Officer);

(b) if required by a Funding Agency, a minimum of one person (no maximum) who does not have an employment relationship, contractual relationship, or academic appointment with the University;

(c) any number (no minimum or maximum) of additional Committee members, who may include:

i. where the Disclosure alleges a Breach by an employee, a representative of Human Resources, nominated by the Associate Vice-President (Human Resources);

ii. where the Disclosure alleges a Breach by a student, a representative of Student Affairs, nominated by the Vice-Provost (Students);

iii. any other employees of the University who do not hold an academic appointment, but who have a desirable skill set;

iv. any number of students or post-doctoral fellows at the University; and

v. any number of external persons or experts with a desirable skill set, engaged to participate on the Committee.

2.23 If a member of a Committee is unwilling or unable to fulfill his or her duties, the Committee may continue its work so long as it has at least two members, and continues to comply with any applicable Funding Agency requirements.

2.24 The Designated Officer may participate as a member of a Committee, including as Chair. The participation of the Designated Officer on a Committee shall not impact the ability of the Designated Officer to make any of the discretionary decisions provided for under this Procedure, including with regard to the Initial Review, extensions of time, or expanding the scope of the Investigation.

Investigation Process

2.25 The Committee may conduct the Investigation in any manner the Chair deems appropriate to the nature of the particular Disclosure, the seriousness of the issues involved, and any admissions made during the Investigation. This may include some or all of:

(a) interviewing witnesses in person;

(b) asking questions of witnesses in writing (including by email);

(c) reviewing documents (both paper and electronic);

(d) reviewing photographs, audio, and video recordings;

(e) examining physical evidence;

(f) arranging for testing of physical evidence; and/or

(g) accessing electronic systems.

2.26 The Chair may set reasonable timelines for individuals to respond to requests for assistance with the Investigation.

2.27 The Committee will conduct the Investigation in accordance with the principles of procedural fairness and natural justice. In particular, the Committee will consider that:

(a) the Person must be provided an opportunity to explain and provide evidence in support of the Disclosure;

(b) individuals who are alleged to have caused or contributed to a Breach must be informed of the essential nature of the alleged Breach, including having access to documentary and other evidence relevant to the alleged Breach deemed appropriate by the Committee, at a time deemed appropriate by the Committee;

(c) individuals who are alleged to have caused or contributed to a Breach must be provided an opportunity to respond to the allegations;

(d) while strict rules of evidence do not apply, appropriate weight must be given to evidence based on its credibility and reliability; and

(e) witnesses (including those making or the subject of a Disclosure) may consult with an advocate (which may include legal counsel, a union representative, or a Student Advocate, as may be appropriate).

2.28 An Investigation must normally be completed within 90 calendar days of the Disclosure being assigned to the Committee. The Chair may apply to the Designated Officer for an extension of time of up to 30 calendar days. A Chair may make multiple applications for extensions, but extensions may be granted at a maximum of 30 calendar days at a time. If necessary, the Designated Officer will seek consent to extensions from the relevant Funding Agency. The Designated Officer shall inform the Person, and where appropriate those alleged to have caused or contributed to the Breach, in writing of any extensions granted.

2.29 If in the course of an Investigation:

(a) the Committee discovers that another Breach may have occurred or that others may have been involved in the Breach, the Chair may apply to the Designated Officer to expand the scope of the Investigation; or

(b) a subsequent Disclosure is made to the Designated Officer which would most efficiently be dealt with through the same Investigation, the Designated Officer may expand the scope of the Investigation.

2.30 Nothing in these Procedures is intended to prevent the Designated Officer or any other person from taking reasonable and immediate steps to:

(a) address a situation dangerous to the health and safety of persons, or likely to result in damage to property; or

(b) protect the administration of University funds, or money received from a Funding Agency.

In such a case, the Investigation will still be completed in accordance with these Procedures.

Confidentiality

2.31 All persons involved in the Investigation, whether as a witness or retrieving relevant information or documents, must keep confidential:

(a) the existence and nature of the Investigation; and

(b) any information or documentation obtained as a result of the Investigation.

which information may only be disclosed to those who reasonably need to know. Where an individual is unsure of whether they may disclose particular information, they may seek advice from the Chair, the Designated Officer, Human Resources, the University's legal counsel, or the Access & Privacy Office.

2.32 Notwithstanding subsection 2.31, a person who is alleged to have caused or contributed to a Breach may:

(a) obtain confidential professional advice (including advice from a lawyer, union representative, or Student Advocate, as may be appropriate);

(b) disclose information to others only to the extent reasonably necessary to gather evidence and make full answer and defence to the allegations; and

(c) use information obtained independent of the Investigation in any other forum.

2.33 Notwithstanding subsection 2.31, the Designated Officer may distribute the Report(s) and information set out at subsections 2.45 to 2.51.

2.34 The Committee, in conducting its Investigation, will exercise discretion to ensure that individuals participating in the Investigation are only provided such information as is relevant to the Investigation and they may reasonably need to know to be effective witnesses, or in the case of an individual accused of causing or contributing to a Breach, respond to the allegation in accordance with the principles of procedural fairness and natural justice. Individuals participating in the Investigation (including those accused) may not necessarily be provided with all information, documentation, the names of the Person making the Disclosure or other witnesses, or the text of the Disclosure.

2.35 Members of the Committee may be required by the Designated Officer to execute a confidential non-disclosure agreement.

2.36 The Chair will advise all persons involved in an Investigation as to their obligations regarding confidentiality, and the protections available to them.

2.37 Nothing in this section is intended to prevent the Designated Officer or the Committee from using the services of a confidential administrative assistant or secretary, or from consulting with and obtaining advice, on a confidential basis, from experts relevant to the issue, including academics, auditors, accountants, human resource staff, lawyers, and privacy experts (whether internal or external to the University).

2.38 The Designated Officer will maintain separate files in regard to each Disclosure or each time advice is sought on a potential Disclosure. Paper files will be secured in a locked location to which only the Designated Officer and his or her confidential assistant have access. Electronic files will be stored in locations with reasonable security, and password access limited to the Designated Officer and his or her confidential assistant. The Committee will turn over their files to the Designated Officer, to be managed on the same basis, once the Investigation has concluded. All files will be maintained in accordance with the University's policies regarding records management.

Protection of Identity

2.39 In order to protect privacy and guard against Reprisals, the University will take reasonable steps to protect the identity of the Person making the Disclosure, the individuals alleged to have caused or contributed to a Breach, and others involved in the Investigation. The identity of those involved in the Investigation will be shared or disclosed only where there is a need to know, or as otherwise permitted or contemplated by these Procedures.

2.40 The University (including the Committee, the Chair, and the Designated Officer) cannot guarantee complete anonymity to persons participating in an Investigation, and may be required to disclose identifying information:

(a) in order to comply with the principles of procedural fairness and natural justice, or a collective agreement, in conducting the Investigation;

(b) in order to decide upon and implement discipline, mitigation steps, or remedial measures;

(c) in order to implement due diligence to prevent similar or related Breaches in the future;

(d) in order to comply with requirements of Funding Agencies; or

(e) in order to comply with legal, regulatory, or contractual obligations.

Protection from Reprisal

2.41 A Person making a Disclosure, a witness, a Committee member, or any other person cooperating with an Investigation is entitled to be protected from Reprisal.

2.42 An individual or the Chair may complain about an alleged Reprisal to the Designated Officer. The Designated Officer will consider the allegation, and if in his or her opinion the allegation is substantiated, take reasonable steps to remedy the Reprisal. This may include advising any such individuals as the Designated Offer believes necessary to decide upon and implement discipline, mitigation steps or remedial measures pursuant to subsections 2.52 to 2.57.

2.43 It is not a Reprisal for the University to implement discipline or take other measures against an individual if:

(a) the individual has attempted to interfere with or failed to reasonably cooperate with an Investigation;

(b) the person made a Disclosure or allegations in bad faith;

(c) the individual has materially breached the Policy or its Procedures; or

(d) the individual is otherwise deserving of discipline.

2.44 Even where a Person indicates that he or she wishes to withdraw a Disclosure (including for fear of Reprisal or being identified) during an Investigation, the Designated Officer may determine that the issue is important enough that an Investigation must continue.

Reports on Investigations

2.45 At the conclusion of the Investigation, the Committee will issue a Report (the "Report") to the Designated Officer.

2.46 The Report will contain, at a minimum, the following:

(a) a summary of the Disclosure and the alleged Breach;

(b) a summary of the process and key timelines in the Investigation;

(c) a summary of the key evidence obtained through the Investigation, including the response of the individual(s) alleged to have caused or contributed to a Breach;

(d) an indication of which key evidence was considered credible and reliable;

(e) a conclusion as to whether a Breach has or is likely to be committed, including identifying which individuals caused or contributed to the Breach;

(f) a summary of the reasons for the conclusion;

(g) a summary of any remedial measures taken in regard to a Breach (to the date of the Report); and

(h) recommendations regarding mitigation steps, remedial measures, and due diligence against future breaches.

2.47 A Report must be supported by the majority of the members of a Committee. Should a Committee be unable to reach such consensus, the Chair will advise the Designated Officer, who will:

(a) constitute a new Committee to initiate a new Investigation; or

(b) abandon the Investigation.

in either case, notifying the same parties as who would normally receive the Report.

2.48 The Designated Officer may request the Chair of the Committee to prepare one or more redacted versions of the Report for the purposes of protecting confidentiality and protecting the identity of persons involved in the Investigation. All redactions will be made in a manner which complies with applicable privacy legislation and these Procedures. The Chair may consult with the Access & Privacy Office or legal counsel in preparing such versions. The redacted versions must, in all respects, be identical to the original except for the redacted portions.

2.49 The Designated Officer will provide an appropriate version of the Report (either in original or redacted form), within 30 calendar days of the conclusion of the Investigation, to:

(a) all Researcher(s) or other persons who were accused of causing or contributing to a Breach; and

(b) where the Researcher(s) accused of causing or contributing to a Breach holds or held an academic appointment with the University, the Provost (or designate).

in each case the Report including, at a minimum, the information set out at subsections 2.46 (a), (b), (d), (e), (f), and the evidence provided by the recipient.

2.50 The Designated Officer will provide a summary or an appropriate version of the Report (either in original or redacted form), within 30 calendar days of the conclusion of the Investigation, to:

(a) the Person making the Disclosure;

(b) collaborators (including at other institutions) with the Researcher(s) who were accused of causing or contributing to a Breach;

(c) all such individuals (including external to the University) as the Designated Officer believes necessary to decide upon and implement discipline, mitigation steps, or remedial measures;

(d) all such individuals as the Designated Officer believes necessary to implement due diligence to prevent similar or related Breaches in the future;

(e) all such individuals as the Designated Officer believes necessary to protect or restore the reputation of those wrongly accused of causing or contributing to a Breach; and

(f) any other person required in order to comply with legal, regulatory, or contractual obligations.

in each case the summary or Report including, at a minimum, a summary of any evidence provided by the recipient, and enough information for the recipient to understand the essential nature of the Disclosure and whether or not a Breach was found to have occurred.

2.51 Within 30 calendar days of the conclusion of the Investigation, the Designated Officer will prepare and provide a summary of the Investigation and subsequent steps to any relevant Funding Agency, which summary must include:

(a) the specific allegation(s) subject to Investigation, including the names of any Researcher(s) alleged to have caused or contributed to a Breach;

(b) a summary of the Committee's findings and reasons for the findings;

(c) the process and time lines followed, with reference to the Policy and these Procedures;

(d) the response of the Researcher(s) alleged to have caused or contributed to a Breach;

(e) any steps taken by the Researcher(s) to rectify the alleged Breach;

(f) the Committee's decision as to whether a Breach occurred;

(g) the Committee's recommendations; and

(h) subsequent actions taken by the University.

but omitting information which is not relevant to the particular Funding Agency, and only including such personal information about individuals participating in the Investigation as is reasonably necessary.

Discipline

2.52 Upon receipt of the results of an Investigation in which there was a finding of a Breach, a finding that a Reprisal has occurred, or a failure to cooperate with the Investigation, the Designated Officer will advise any such individuals as the Designated Offer believes necessary to decide upon and implement discipline, mitigation steps or remedial measures.

2.53 Discipline may, if found to be warranted, be implemented by an appropriate supervisor, manager, or other disciplinary authority after consulting with the Designated Officer.

2.54 Any discipline will be implemented pursuant to and in accordance with the relevant collective agreement, University policies or by-laws.

2.55 Before deciding on or implementing any discipline, mitigation steps or other remedial measures, the disciplinary authority and the Designated Officer must seek advice and guidance from appropriate individuals in the circumstances, which may include:

(a) in all cases regarding an individual holding an academic appointment, the Provost,

(b) in all cases regarding an employee, the Associate Vice-President (Human Resources),

(c) in all cases regarding an undergraduate student, the Vice-Provost (Students),

(d) in all cases regarding a graduate student, the Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies,

(e) individuals at various levels with relevant supervisory responsibility, such as the manager of an employee, a department head, or the Dean or Director of the relevant Faculty or unit,

(f) legal counsel, or

(g) any other individual appropriate in the circumstances.

2.56 Anonymous material may only be considered in a disciplinary decision where it would not violate the principles of procedural fairness and natural justice, and it would not conflict with a relevant collective agreement.

2.57 Nothing herein is intended to limit the ability of a Funding Agency to implement its own discipline or penalties as a result of a Breach.

Researcher Reputation

2.58 Where a Report concludes that Researcher(s) or other persons named in a Disclosure were not responsible for a Breach, the Designated Officer shall cause all reasonable steps to be taken to protect or restore the reputation of those wrongly accused.

2.59 The University may publish or cause to be published the name of Researcher(s) found by to have caused or contributed to a Breach, only:

(a) if the findings of the Committee clearly indicate that a Breach occurred, and the Breach was intentional and not the result of an innocent error or oversight; and

(b) all internal opportunities for grievance or appeal have expired.

Informal Resolution

2.60 Notwithstanding anything else in these Procedures, the Designated Officer may, at any time, attempt to facilitate an informal resolution of a concern which could constitute a Breach, so long as:

(a) The Person(s) making the Disclosure or allegation(s) and the individual(s) alleged to have caused or contributed to a Breach agree to pursue informal resolution;

(b) The alleged Breach does not involve a significant financial, health and safety, or other risk; and

(c) There is no contractual, legal, or Funding Agency requirement to immediately pursue a more formal process or an Investigation.

2.61 The Designated Officer may extend or abridge any timelines, or pause any process or Investigation under these Procedures, in order to allow an opportunity for informal resolution.

2.62 Should the Person(s) making the Disclosure or allegation(s) and the individual(s) alleged to have caused or contributed to a Breach fail to reach agreement on how to resolve a concern within a time the Designated Officer deems to be reasonable, the Designated Officer shall cause the matter to move forward appropriately through the other processes set out in these Procedures.

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of these Procedures is required.

3.2 The President, delegated to the Vice-President (Research & International), is responsible for the communication, administration and interpretation of these Procedures.

3.3 All Researchers are responsible for complying with these Procedures.

Part IV
Review

4.1 Governing Document reviews shall be conducted every ten (10) years by the Responsible Executive Officer. The next scheduled review date for these Procedures is <>, 2023.

4.2 In the interim, these Procedures may be revised or rescinded if:

(a) the Vice-President or President deems it necessary or desirable to do so;

(b) the Procedures are no longer legislatively or statutorily complaint;

(c) the Procedures are now in conflict with another Governing Document; and/or

(d) the Governing Document Development and Review Policy is revised or repealed.

Part V
Effect on Previous Statements

5.1 These Procedures supersede the following:

(a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and

(b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and

(c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

Part VI
Cross References

6.1 These Procedures should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

(a) Responsible Conduct of Research;

(b) Code of Research Ethics;

(c) Collective Agreements (various);

(d) Student Discipline By-law; and

(e) Conflict of Interest.

May 15, 2013

Report of the Senate Committee on Nominations

Preamble

1. Since last reporting to Senate on March 4, 2013, the Senate Committee on Nominations (SCN) met on April 26, 2013, to consider nominations to fill vacancies on the standing committees of Senate.

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

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

Observation

1. 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.

Recommendations

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

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Computing	Prof. Greg Bak	Arts	2016.05.31
	Prof. Mary Brabston	Management	2016.05.31
	Prof. James Young	Science	2016.05.31
Senate Committee on Academic Freedom	Prof. Joanne Embree	Medicine	2016.05.31
Senate Committee on Academic Review	Prof. John Anderson	Science	2016.05.31
	Prof. Janet Morrill	Management	2016.05.31
Senate Committee on Admissions	Prof. Brian Amiro	Agricultural and Food Sciences	2016.05.31
Senate Committee on Admission Appeals	Prof. Catherine Casey	Education	2016.05.31
	Prof. Michael Domaratzki	Science	2016.05.31

Senate Committee on Appeals	Prof. Sharon Alward	School of Art	2016.05.31
	Prof. Lisa Fainstein	Law	2016.05.31
Senate Committee on Awards	Prof. Laura Loewen	Music	2016.05.31
	Prof. Greg Smith	Arts	2016.05.31
Senate Committee on Curriculum and Course Changes	Prof. Joanne Hamilton	Medicine	2016.05.31
	Prof. Michele Piercey-Normore	Science	2016.05.31
	Prof. Greg Smith	Arts	2016.05.31
Senate Committee on Honorary Degrees	Dean Edmund Dawe	Music	2016.05.31
	Prof. Annemieke Farenhorst	Agricultural & Food Sciences	2016.05.31
	Prof. Arlene Young	Arts	2016.05.31
Senate Committee on Instruction and Evaluation	Prof. Diane Hiebert-Murphy	Social Work	2016.05.31
	Prof. Mark Lawall	Arts	2016.05.31
	Prof. Zana Lutfiyya	Education	2016.05.31
Joint Senates Committee on Master's Programs	Prof. Sean Byrne	Graduate Studies	2016.05.31
	Prof. Mark Libin	Arts	2016.05.31
Senate Committee on Libraries	Prof. David Churchill	Arts	2016.05.31
	Ms Liv Valmestad	Libraries	2016.05.31
	Prof. Vanessa Warne	Arts	2016.05.31
Senate Committee on Medical Qualifications	Prof. Elizabeth Cowden	Medicine	2016.05.31
	Prof. Michael Moffatt	Medicine	2016.05.31
Senate Committee on Rules and Procedures	Prof. Judith Owens	Arts	2016.05.31

Senate Committee on University Research	Dean Anthony Iacopino	Dentistry	2016.05.31
	Prof. Lea Stirling	Arts	2016.05.31
	Prof. Karin Wittenberg	Agricultural & Food Sciences	2016.05.31
	Prof. Roberta Woodgate	Nursing	2016.05.31

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

COMMITTEE	NOMINEE(S)	FACULTY/SCHOOL	END DATE
Senate Committee on Academic Dress	Ms Jill Bueddefeld	Graduate Studies	2014.05.31
Senate Committee on Academic Review	Mr. Gustavo Mejicanos	Graduate Studies	2014.05.31
Senate Committee on Admission Appeals	Mr. Dmitri Krassioukov	Graduate Studies	2014.05.31
Senate Committee on Appeals	Mr. Jayanta Debnath	Graduate Studies	2014.05.31
	Mr. Oyekunle Ola	Graduate Studies	2014.05.31
Senate Committee on Awards	Ms Reija Karioja	Graduate Studies	2014.05.31
Senate Committee on Instruction and Evaluation	Mr. Ravikanth Lankapalli	Graduate Studies	2014.05.31
	Mr. Roiy Shpaner	Graduate Studies	2014.05.31
Joint Senates Committee on Master's Programs	Ms Kaila Gurinderjit	Graduate Studies	2014.05.31

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

/su

UNIVERSITY OF MANITOBA | Student Life

Student Life
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MEMORANDUM

DATE: April 16, 2013

TO: Jeff Leclerc, University Secretary

FROM: Brendan Hughes, Director of Student Life

SUBJECT: Co-Curricular Record Policy & Procedures update

The Senate-approved Co-Curricular Record policy has been in effect since June 2010. The primary purpose of the policy is to support an official program that recognizes and officially records appropriate co-curricular student activity and accomplishments.

The overall rationale for making the proposed policy changes and the addition of a procedures document is to enable the categories to be more reflective of all appropriate co-curricular activities, to separate procedures from the policy (keeping with good governance practices), and to improve both the process by which programs may be reviewed and the quality of the programs being offered.

The proposed changes to the Co-Curricular Record policy are the result of wide consultation with the university community (Associate Deans Undergraduate, Associate Deans Research, Council of Student Affairs, and the Co-Curricular Record Working Group that includes student representation).

The proposed changes include:

- Separating administrative procedures from the Co-Curricular Record policy.
- There are currently five categories in the Co-Curricular Record policy that outline student recognition activities. There are some co-curricular programs that would benefit the student that don't meet the criteria found in the current Co-Curricular Record policy.

    - For example, the 'Research Integrity Course' offered by the VP Research and Faculty of Graduate Studies is not for academic credit, is co-curricular and has academic rigor involved. The learning outcomes are that our students, staff and faculty who participate in the course have improved research integrity, and the university indirectly benefits from this culture of research integrity as well. Under the current policy, this course does not meet the criteria of any category, regardless of its obvious merits.
- Under the current policy, there is only one category that mentions 'learning outcomes'. In the proposed revision, the Co-Curricular Record Working Group recommends including learning outcomes in each of the categories with the intent that:
    - New program submissions will be able to demonstrate the benefits of their programs.
    - Students interested in participating in these programs will know what they will get out of them.
    - Students will be better equipped to use their Co-Curricular Record to inform their curriculum vitae or resume.
- The current make-up of the Co-Curricular Record Review Committee does not reflect the current make-up of the constituents on campus (for example, in June 2010 the Graduate Student Association became a separate entity from UMSU, and is now an autonomous student body with appropriate representation on the committee). Student Life has changed some of the position titles in the unit. There is also a suggestion to add a faculty representative to the Co-Curricular Record Review Committee, which is not in the current policy.

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

UNIVERSITY OF MANITOBA

UNIVERSITY OF MANITOBA
POLICY

Policy[1]:	**Co-Curricular Record**
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	To be entered by Office of Legal Counsel
Authority:	Senate
Responsible Executive Officer:	Vice-President Academic & Provost
Contact:	Director, Student Life
Application:	Students, staff and faculty

Part I
Reason for Policy

1.1 The University of Manitoba values the contributions of its students, staff and faculty in the community. The University of Manitoba is committed to delivering an exceptional student experience and ensuring our students have a variety of experiential education opportunities including, but not limited to, undergraduate research, community service-learning, and international exchanges.

The reason for this policy is to provide formal recognition of student's co-curricular activities through a Co-Curricular Record (CCR). The CCR is a formalized university-certified record of University-approved and facilitated activities that support student development in venues that are not for academic credit. The CCR will be available to students in addition to the academic transcript, as a clear statement of involvement in activities that support holistic student development.

Part II
Policy Content

[1] If the Governing Document is a By-Law or Regulation use the applicable term in place of the "Policy" reference throughout the document.

2.1 Apart from a student's academic learning, experiences in campus programs that are of a developmental nature are considered desirable as part of the university experience, and as such, warrant recognition. This recognition shall take the form of the CCR.

2.2. Areas of recognition that shall be recognized on the CCR shall include: Governance, Leadership, Service-Learning, Foundational Skill Development, Awards and Participation/Volunteerism.

2.3. Student participation in Governance activities recognized on a student's transcript in accordance with the Policy on Student Recognition for Committee Participation, as approved by Senate in 1979, shall be recognized on the CCR as of September 2010.

2.4. Activities recognized on the Transcript Annex as of June 2010 will be recognized on the CCR as of September 2010.

2.5. Only activities that were previously recognized on the Academic Transcript or Transcript Annex will be noted on the CCR for September 2010.

2.6. All programs that were not on the Transcript Annex or Transcript can only receive recognition starting September 2011, the inaugural year the CCR program applications were reviewed.

2.7. University of Manitoba co-curricular programs may appear on the CCR following application of the relevant department/program and approval of the CCR Review Committee. Departments and/or programs must apply to be recognized on the CCR.

2.8. The Co-Curricular Record Review Committee shall approve applications for recognition and review all programs recognized on the CCR at the end of each term (December, April, and August).

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the Enter the Responsible Executive Officer's Title that a formal review of this Policy is required.

3.2 The Enter the title of the Responsible Executive Officer, or delegate is responsible for the communication, administration and interpretation of this Policy.

3.3 Enter the Responsible Executive Officer's Title is/are responsible for complying with this Policy.

Part IV
Authority to Approve Procedures

4.1

Part V
Review

5.1 Governing Document reviews shall be conducted every ten (10) years by the Responsible Executive Officer. The next scheduled review date for this Policy is Click here to enter a date.

5.2 In the interim, this Policy may be revised or repealed if:

(a) the Approving Body deems it necessary or desirable to do so;

(b) the Policy is no longer legislatively or statutorily compliant; and/or

(c) the Policy is now in conflict with another Governing Document.

Part VI
Effect on Previous Statements

6.1 This Policy supersedes all of the following:

(a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and

(b) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

(a)

(b)

(c)

UNIVERSITY OF MANITOBA

UNIVERSITY OF MANITOBA
PROCEDURE

Procedure:	**Co-Curricular Record**
Parent Policy:	Co-Curricular Record Policy
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	To be entered by Office of Legal Counsel
Authority:	Senate
Responsible Executive Officer:	Vice-President Academic & Provost
Contact:	Director, Student Life
Application:	Students, staff and faculty

Part I
Reason for Procedure

1. To set out procedures secondary to the Co-Curricular Record Senate Policy to manage the facilitation, review, and criteria for activity recognition on the University of Manitoba Co-Curricular Record. The Co-Curricular Record Senate Policy lists 6 categories that faculty, staff, UMSU, and GSA activities can apply for recognition under: governance, leadership, service-learning, foundational skill development, volunteerism and participation, and awards. This procedural document outlines the membership of the Co-Curricular Record Review Committee, and the criteria required to receive approval to be listed as an official co-curricular activity.

Part II
Procedural Content

2.1 The Co-Curricular Record Review Committee shall approve applications for recognition and review all programs recognized on the CCR at the end of each term (December, April and August).

2.2. The Co-Curricular Record Review Committee shall consist of:

- Director, Student Life (or designate)
- University of Manitoba Registrar (or designate)
- Representative from the University of Manitoba Students' Union (UMSU)

- Representative from the University of Manitoba Graduate Students' Association (GSA)
- Representative from Student Counselling and Career Services
- Representative from the Council of Student Affairs
- Student Life Coordinator, Student Life
- Faculty representative

2.3. A supervising staff member, faculty member, UMSU representative, or GSA representative must verify student participation in order for the student to gain recognition on the CCR.

2.4. Prior to applying for recognition, staff, faculty, and students are encouraged to visit the Co-Curricular Record website for more information and support: http://umanitoba.ca/student/studentlife/ccr.html.

2.5. To be recognized under the category of Governance on the CCR, students must:

2.5.1. Be an active member of the University of Manitoba Board of Governors, Senate, Faculty Council, Department Council, Presidential Committees, Faculty/School Student Councils, UMSU Council, GSA Council, or their related standing, ad hoc and sub-committees. These committees should be in a position to inform or enact a decision.

2.5.2. These committees should have defined learning outcomes for student members.

2.5.3. The term "active" will be assessed by the chair or designated representative of the body concerned using the following guidelines:

2.5.3.1. Attendance at 50% of the meetings in the academic year (unless the respective committee/council has higher attendance criteria).

2.5.3.2. The body must convene at least once a year.

2.5.3.3. The member must have contributed to the committee and participated in the committee process.

2.6. To be recognized under the category of Leadership on the CCR:

2.6.1. Leadership programs must be under the direction of a University of Manitoba Faculty, Department, administrative unit, UMSU, or GSA.

2.6.2. Leadership programs must not be for academic credit.

2.6.3. Programs must have defined learning outcomes.

2.6.4. Leadership programs must have stated learning outcomes for students. Students must be in a position of responsibility and be required to make decisions and take initiative.

2.6.5. Programs must demonstrate that students acquire and use leadership skills and provide opportunities for personal and professional development.

2.6.6. If students receive monetary compensation for the position, the amount cannot be reflective of the amount of time the participants contribute to the program (e.g. small honorarium vs. an hourly wage).

2.7. To be recognized under the category of Service-Learning on the CCR:

2.7.1. Programs must be under the direction of a University of Manitoba Faculty, Department, administrative unit, UMSU, or GSA.

2.7.2. Programs must not be for academic credit.

2.7.3. Programs must engage in reciprocal project work that impacts a community and is developed in consultation with a community partner.

2.7.4. Programs must include an orientation prior to program commencement that is of appropriate length compared to the duration and intensity of the Service-Learning Program. The orientation must address risk management information, health and safety considerations, and establish appropriate conduct expectations. Depending on the location of the program (e.g., another country) additional training may also be required.

2.7.5. Programs must include a personal reflection component that is of an appropriate duration and intensity to the Service-Learning Program.

2.7.6. Programs must include post-program debriefs focused on the lessons learned, and implementation of knowledge acquired as a result of the program that is of appropriate intensity to the Service-Learning Program.

2.8. To be recognized under the category of Foundational Skill Development on the CCR:

2.8.1. Programs must be under the direction of a University of Manitoba Faculty, Department, administrative unit, UMSU, or GSA.

2.8.2. Programs must not be for academic credit.

2.8.3. Programs must have defined learning outcomes.

2.8.4. Programs must improve the student's personal and professional competencies and may benefit the University of Manitoba community.

2.8.5. Programs must not be part of a course requirement.

2.9 To be recognized under the category of Volunteerism/Participation on the CCR:

2.9.1. Programs must be under the direction of a University of Manitoba Faculty, Department, administrative unit, UMSU, or GSA.

2.9.2. Programs must not be for academic credit.

2.9.3. Programs must have defined learning outcomes.

2.9.4. Students must commit a minimum of 10 hours to a program/activity.

2.9.5. Students must not receive monetary remuneration for participation.

2.9.6. Program must provide training/orientation in regards to skills required to fulfill the Volunteer/Participation program prior to program commencement.

2.9.7. Program must contribute to the University community and/or the community at large through the student's commitment to the selected program.

2.10. To be recognized under the category of Awards on the CCR:

2.10.1. The award must not already be recognized on the University of Manitoba Transcript.

2.10.2. The criteria for the award must be provided to the Co-Curricular Record Review Committee.

2.10.3. CCR recognition will be given after the completion of all activities related to the award.

2.10.4. The award must be:

2.10.4.1. Received for contributions and achievements to programs under the direction of a University of Manitoba Faculty, Department, administrative unit, UMSU, or GSA; OR

2.10.4.2. Received for the successful obtainment of a research and/or creative works award where a student needs to interpret, conduct research, develop, and present their work.

2.11. Co-Curricular Recognition will be provided through the UMCommunityLink portal.

2.12. The Co-Curricular Record Review Committee will provide a response to every application within two weeks of a formal review.

2.13. Activities that were not approved will be provided with recommendations and feedback to improve their future submission.

2.14. All approved activities will be directed to create a profile for their activity on UMCommunityLink, technical support will be provided by Student Life.

2.15. All programs must undergo a review within 3 years of the most current approval to ensure that:

2.15.1. Each activity is still active

2.15.2. Each activity still meets the criteria of the Co-Curricular Record Procedures document

Part III
Accountability

3.1 The Office of Legal Counsel is responsible for advising the Vice-President Academic & Provost that a formal review of these Procedures is required.

3.2 The Vice-President Academic & Provost is responsible for the communication, administration and interpretation of these Procedures.

3.3 Students, staff and faculty is/are responsible for complying with these Procedures.

Part IV
Review

4.1 Governing Document reviews shall be conducted every ten (10) years by the Responsible Executive Officer. The next scheduled review date for these Procedures is Click here to enter a date.

4.2 In the interim, these Procedures may be revised or repealed if:

(a) the Approving Body deems it necessary or desirable to do so;

(b) the Policy is no longer legislatively or statutorily compliant;

(c) the Policy is now in conflict with another Governing Document; and/or

(d) the Parent Policy is revised or repealed.

Part V
Effect on Previous Statements

5.1 These Procedures supersede all of the following:

(a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and

(b) all previous Administration Governing Documents on the subject matter contained herein.

Part VI
Cross References

6.1 These Procedures should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

(a)

(b)

(c)