

Senate  
Senate Chamber  
**Room 125 Pembina Hall**

WEDNESDAY, March 5, 2014  
1:30 – 2:30 p.m.

Strategic Planning Session  
2:30 – 4:00 p.m.

## **A G E N D A**

### **I     MATTERS TO BE CONSIDERED IN CLOSED SESSION - none**

### **II    MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

- |    |   |         |
|----|---|---------|
| 1. | Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes<br>RE: Department of Preventive Dental Studies<br><u>[January 30, 2014]</u> | Page 3  |
| 2. | Proposal from Extended Education Division for a Post-Baccalaureate Certificate in Blended, Hybrid and<br><u>Online Learning Design</u>  | Page 4  |
| 3. | Proposal from Extended Education Division for a Post-Baccalaureate Certificate in Applied Leadership  | Page 64 |

### **III   MATTERS FORWARDED FOR INFORMATION**

- |    |   |          |
|----|---|----------|
| 1. | Report of the Senate Committee on Awards<br><u>[January 21, 2014]</u>                   | Page 103 |
| 2. | Report on Research Contract Funds Received,<br><u>July 1, 2013 – December 31, 2013</u>  | Page 107 |
| 3. | Student Accessibility Services Annual Report,<br><u>2012 - 2013</u>                     | Page 111 |
| 4. | <u>Student Advocacy Annual Report, 2012 - 2013</u>                                      | Page 123 |
| 5. | Statement of Intent: Master of Dentistry (M. Dent.)<br><u>Program in Prosthodontics</u> | Page 131 |
| 6. | Items Approved by the Board of Governors,<br><u>on January 28, 2014</u>                 | Page 133 |

### **IV   REPORT OF THE PRESIDENT**

**V      QUESTION PERIOD**

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

**VI      CONSIDERATION OF THE MINUTES  
OF THE MEETING OF FEBRUARY 5, 2014**

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

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

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

Page 134

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

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

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

**1.      Report of the Senate Committee on Instruction and  
Evaluation RE: Proposed Student Academic Standing  
and Remediation System, Faculty of Dentistry**

Page 135

**X       ADDITIONAL BUSINESS - none**

**XI      ADJOURNMENT**

**Strategic Planning Session**

Page 145

2:30 – 4:00 p.m.

*Please call regrets to 204-474-6892 or send to [shannon.coyston@umanitoba.ca](mailto:shannon.coyston@umanitoba.ca).*

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

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### **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 a proposal from the Dept. of Preventive Dental Science (Faculty of Dentistry).

### **Observations**

1. The **Dept. of Preventive Dental Science** proposes the deletion of one (1) course as the course content is presently taught by PDSD 7040 Clinical Craniofacial Growth and Development and PDSD 7070 Biology of Orthodontics and Facial Orthopedics.

#### Course Deletion

<b>PDSD 7030</b>	<b>Biological Basis of Craniofacial Growth and Development</b>	<b>3</b>
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<b>NET CREDIT HOUR CHANGE</b>	<b>-3</b>
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### **Recommendations**

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

#### **Dept. of Preventive Dental Science**

Respectfully submitted,

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

/ak

## **Certificate Proposal Submitted to Senate for Concurrence Without Debate**

**Proposed Certificate Name: Post Baccalaureate Certificate in Blended, Hybrid and Online Learning Design**

**Proposal Submitted by:** Extended Education Council

### **Purpose of Certificate Program:**

The Post Baccalaureate certificate in Blended, Hybrid and Online Learning Design will provide the opportunity to gain the knowledge and skills necessary for designing and implementing blended, hybrid, online learning in a post-secondary, K-12, or corporate educational environment. The target audience is individuals currently involved in curriculum development and/or instructional design, education and/or training who require additional knowledge and skills for the development of blended, hybrid and online learning.

### **Certificate Program Objectives:**

The program will:

- Provide current and relevant instructional design theory and practice for blended, online and hybrid courses.
- Provide the competency requirements for recognition and accreditation of professional bodies and industry in the area of instructional design.
- Provide flexible course offerings that meet the learner's needs.
- Provide current content offerings covering emerging needs and trends in the field.

### **Program Overview:**

The Post Baccalaureate certificate in Blended, Hybrid and Online Learning Design will provide the opportunity to gain the knowledge and skills necessary for designing and implementing blended, hybrid, online learning in a post-secondary, K-12, or corporate educational environment. Students seeking to qualify for the post baccalaureate certificate must possess an undergraduate degree and any one of the following: 1) post-bacc degree or the equivalent in Education, 2) the CACE certificate, or 3) experience in an educational context that allows the student to have developed the following essential entry competencies:

- Communication: writing skills relevant to drafting effective and valid instructions and objectives and verbal skills relevant to conveying intent to various team members
- Research: skills for the evaluation and application of best practice to instructional design
- Instruction: skills to develop curriculum and determine appropriate pedagogies and

supporting technologies, select and organize learning components to meet the needs of diverse learners

- Management/Support: skills to manage course development and delivery, including management of resources and budget

The curriculum will leverage learners' knowledge, skills, and competencies and is designed for relevant application to current work environment and context. This is achieved by:

- Incorporating flexible learning activities, with an emphasis on experiential learning
- Integrating relevant learning and design theory across all the courses
- Including design for non-traditional students in non-traditional environments

This program, which can be completed in 12 months on a full time basis or 1 to 3 years part-time, consists of a total of 216 instructional contact hours; 144 hours of core courses, a 36-hour elective, and a 36-hour capstone course. Electives can be selected from two specialization streams in either Adult Learning or Technology.

The Program will consist of the following required courses:

- Introduction to Emerging Technologies (36 Hours)
- Current Issues in Blended, Online and Hybrid Learning (36 hours)
- Just in Time Educational Project Management (36 hours)
- Implementation and Analysis: Introduction to Practitioner Research (36 hours)

One Elective chosen from any of the options below (Minimum 36 Hours):

- Adult Learning Options
  - Facilitating Adult Learning (37.5 Hours)
  - Adult Learning and Development (37.5 Hours)
  - Foundations of Adult Education (37.5 Hours)
- Technology Options
  - Open Education Resources (36 Hours)
  - Cloud Computing (36 Hours)
  - Mobile Learning (36 Hours)
  - Teaching and Learning Media Education (36 Hours) – Existing Faculty of Education course
  - Teaching and Learning with Mobile Devices (36 Hours) – Existing Faculty of Education course
- Special Topics (36 Hours)

One capstone course

- Blended, Hybrid and Online Learning Design Practicum (36 Hours)

**Number of contact hours:** 216 Hours

**Number of core courses:** 4 core courses plus one elective and one capstone course

**Expected time for program completion:** 12 – 36 months

**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:**

- Carolle Roy, Staff of the University St. Boniface and the president of the Canadian Association of Instructional Designers President
- Jack Moes, VP Academic, Assiniboine Community College
- Judy Piling, Teaching and Learning Centre, Assiniboine Community College
- Linda Thorlakson, Professional Issues and FLS, Manitoba Teachers Society
- Lori Wallace, Dean, Extended Education, University of Manitoba
- Ellen Brownstone, Vice-President, International & Institutional Relations
- Anna Schmidt, Organizational Staff Development, Manitoba Government
- Nicole Hamilton, Winnipeg Technical College
- Grace Leduc, Winnipeg Technical College
- Over 20 focus group participants at MADLaT in May 2013

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

**Date of Extended Education Council approval:** December 17, 2013

# **Formal Proposal**

## **Post Baccalaureate Certificate in Blended, Hybrid and Online Learning Design**

Proposal Submitted to Council

Ben Akoh, Program Director, Continuing Education

Kathy Snow, Instructional Designer, Distance and Online Education

November 20, 2013  
(Final version)

## Table of Contents

Formal Proposal .....	6
Appendix 1: Course Descriptions .....	25
Appendix 2: Letters of Support .....	32
Appendix 3: Advisory Committee Members .....	39
Appendix 4: Advisory Committee Terms of Reference .....	40
Appendix 5: Letter of Intent.....	42
Appendix 6: Collaborative Formative Review Document .....	47
Appendix 7: Project Budget and Financial Plan .....	58
Appendix 8: List of Participants and Consultants.....	60



## Formal Proposal

### 1. Introduction

#### 1.1. Title of the proposed program

Post Baccalaureate Certificate in Blended, Hybrid, and Online Learning Design

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

The program developers are: Ben Akoh, Program Director, Continuing Education; and Kathy Snow, Instructional Designer, Distance and Online Education. The program will be managed by Continuing Education.

#### 1.3. Credential type

The credential type is a post baccalaureate certificate. The program consists of the minimum of 180 instructional contact hours required for a post baccalaureate 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 Post Baccalaureate certificate in Blended, Hybrid<sup>1</sup> and Online Learning Design will provide the opportunity to gain the skills and expertise necessary for designing and implementing blended, hybrid, online learning in a post-secondary, corporate or educational environment.

Students seeking to qualify for the post baccalaureate certificate must possess an undergraduate degree and any one of the following: 1) Post Baccalaureate or its equivalent in Education, 2) the CACE certificate, 3) hold CSTD's CTP or CTDP certification, 4) hold membership in CAID, or 5) minimum one year's experience engaged in the systematic design of instruction and curriculum that allows the student to have developed the following essential entry competencies<sup>2</sup>:

- Communication: writing skills relevant to drafting effective and valid instructions and objectives and verbal skills relevant to conveying intent to various team members
- Research: skills for the evaluation and application of best practice to instructional design

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<sup>1</sup> Hybrid involves design and delivery of synchronous and asynchronous methods.

<sup>2</sup> Adapted from Canadian Association of Instructional Designers

- Instruction: skills to develop instruction, select and organize learning components, and to design instruction for different learner and learning types.
- Management/Support: resource management skills to organize, support and coordinate course development from start to finish; including time, finances and personnel

The courses in the program will leverage student's experiences, skills, knowledge and competencies and is designed for relevancy and applicability to learners' current work environment and context illustrated by:

- Incorporating flexible learning activities, with an emphasis on experiential learning,
- Integrating relevant learning and design theory across all the courses, and
- Including design for non-traditional students in non-traditional environments.

This program, which can be completed in 12 months on a full time basis or 1 to 3 years part time, consists of a total of 216 instructional contact hours; 144 hours of core courses, a 36-hours elective, and a 36-hours capstone course. Electives can be selected from two specialization streams in either Adult Learning or Technology. Appropriate Faculty of Education elective courses may be transferred into the certificate.

The program structure is described in Table 1:

Table 1: Program Structure

	Post Baccalaureate Certificate (Minimum 216 Hours)
Core Courses (144 hours)	<ul style="list-style-type: none"> <li>• Introduction to Emerging Technologies (36 Hours)</li> <li>• Current Issues in Blended, Online and Hybrid Learning (36 hours)</li> <li>• Just in Time Educational Project Management (36 hours)</li> <li>• Implementation and Analysis: Introduction to Practitioner Research (36 hours)</li> </ul>
Electives and Special Topics (Minimum 36 Hours)	<p>One Elective chosen from any of the options below (Minimum 36 Hours):</p> <ul style="list-style-type: none"> <li>• Adult Learning Options <ul style="list-style-type: none"> <li>○ Facilitating Adult Learning (37.5 Hours)</li> <li>○ Adult Learning and Development (37.5 Hours)</li> <li>○ Foundations of Adult Education (37.5 Hours)</li> </ul> </li> <li>• Technology Options <ul style="list-style-type: none"> <li>○ Open Education Resources (36 Hours)</li> <li>○ Cloud Computing (36 Hours)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o Mobile Learning (36 Hours)</li> <li>o Teaching and Learning Media Education (36 Hours) – Existing Faculty of Education course (EDUB 5200)<sup>3</sup></li> <li>o Teaching and Learning with Mobile Devices (36 Hours) – Existing Faculty of Education course (EDUB 5200)</li> <li>● Special Topics (36 Hours)</li> </ul>
Capstone Course (36 Hours)	Blended, Hybrid and Online Learning Design Practicum (36 Hours)

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

1.6.1. The program will be jointly offered by Distance Education and Continuing Education units of the Extended Education Division.

1.6.2. The roles, responsibilities, and expectations of these partners in the development and delivery of the proposed program will include:

#### Continuing Education:

- Through the program director, account for all aspects of program quality including design, development, delivery, evaluation, budgeting, marketing and all matters related to a successful deployment of the program.
- Recruit the required team members to design, develop and deliver quality courses.
- Establish administrative procedures for registration and administration of the program.
- Monitor program enrolments and delivery against proposed financial and marketing plans.
- Assist in the development, ongoing support, and revisions of the adult education and technology related courses in the program.
- Coordinate instructors for the program.

#### Distance Education:

- Establish program outcomes that meet provincial and Canadian industry standards for instructional design.
- Assist in the development ongoing support and revisions of the core blended instructional design courses.

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<sup>3</sup> Faculty of Education elective courses will be offered according to its calendar.

- The Senior Instructional Designer will assist in identifying potential instructors for the core blended, hybrid and online instructional design courses.
- When possible, provide projects for the capstone component of the program.

Both units shall:

- Conduct required marketing research and industry competency requirements with academic institutions, industry and government.
- Install an advisory committee and ensure their continued relevance to the program.
- Liaise with external partners and relevant networks
- Market program to relevant networks, partners, research and academic communities; locally and nationally.
- Jointly decide delivery and cancellation schedules, student progression and class size.

1.7. Is the program intended to be ongoing or one that will be offered for a limited period of time?

The program will be ongoing provided that there is market demand and that enrollment levels justify its continuation.

## 2. Needs Assessment

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

2.1.1 Describe the target audience, the audiences' educational needs, market demand and potential supports for and barriers to participation.

### 2.1.1.1 Target Audience

Consists of existing instructional designers, trainers and educators in industry, government, post secondary, and K-12 institutions, who have the requisite instructional design competencies and experience seeking the additional knowledge and skills required for developing blended, online, and hybrid courses.

### 2.1.1.2 Audiences Educational Needs

Audience educational needs were captured through carefully conducted research, interviews and surveys. The needs, as defined from these processes and the proposed action that this program will take are outlined in Table 2.

Table 2: Audience needs identified and proposed actions

<b>Audience educational needs</b>	<b>Proposed Actions</b>
Provide relevant, competency based credential and contextually relevant knowledge in instructional design for blended, online and hybrid courses.	Proposed courses' content is up-to-date and specifically tailored to learners' needs with the learning assessments contextual to learners' work and student-directed.  Course content specifically designed and delivered solely through online, blended or hybrid delivery.
Meet with the competency requirements, recognition and accreditation of industry in the area of instructional design.	Course contents and modules align with the standards from the Canadian Association of Instructional Design and the Canadian Society for Training and Development.
Provide flexible course offerings that can be adapted to suit the needs of the client, student or work context.	Course contents designed in a modular format to cater to flexible context-specific request.
Cater to the needs of all levels of instructional designers seeking the necessary credential and knowledge that responds to rapid and dynamic internet and blended, hybrid and online course development and delivery.	Meeting the prerequisites and successfully completing the course content, learners will be equipped with the necessary knowledge and skills for blended, hybrid, and online course development and delivery.

#### 2.1.1.3 Market Demand

Following analysis of market needs and demands conducted through a series of web research, interviews, telephone conversations, email exchanges, surveys and focus group activities, three core outcomes emerge:

1. Growing interest by provincial and federal institutions to shift from traditional instructional design to blended, hybrid and online learning design.

Evidentiary base for conclusion:

- a. In surveying strategic priorities published by Canadian post-secondary institutions increasing blended/hybrid course offerings was listed unilaterally in all policy documents, and to a

lesser degree K-12 schools in the province and across the country. This information was also verified locally through interviews of professional development planners from more than five post-secondary institutions within Winnipeg.

- b. In a report published by COHERE (2011) eight Canadian universities provided data that reflected both increased blended learning evidence-based research and course/program offerings. The study corroborated the findings in the literature indicating blended learning is a key promising practice in higher education. This same report stated that both provincial and federal institutions are increasing resources to support a move towards blended learning.
  - c. According to panel discussions from CAUCE, more institutions are seeking to reclaim real estate and to replace them with digital learning spaces (Conference proceeding at CAUCE, 2013).
  - d. According to interview data from representatives of the Government of Manitoba professional development department, the department is experiencing a “sharp division between [face-to-face] training and online” and are exploring ways to incorporate technology use to better support face-to-face offerings.
2. There is a shortage of qualified Instructional Designers as well as professional development opportunities for these designers who in many cases are working practitioners with little formal recognition of skills.

Evidentiary base for conclusion:

- a. According to interview data from administrators within post secondary institutions employing Instructional Designers, there are not enough Instructional Designers with formal certification and training or a way of recognizing competencies acquired through experience.
- b. According to a report published by CVU, one of the major constraints of online course

development in Canada is a lack of resources and understanding of the need for scaffolding online design courses (CVU, 2011).

- c. Participant summaries of a focus group discussion held at MADLat agree that there is a general lack of requisite courses offering training to educators and trainers for the development of blended and hybrid learning courses.
  - d. Seventeen institutions in nine provinces offer a variety of courses, certificates, and advanced degree programs related to instructional design for online or blended learning. But only Royal Rhodes offers a blended and online learning approach.
  - e. Student interest and demand in more flexible learning opportunities is increasing. Nearly 69% of students surveyed the U of M Summer Session SEEQs indicated an interest in blended learning formats for future courses.
  - f. 68% of surveyed students (n=19) in the Instructional Design and Emerging Technologies courses (2013-13) are interested in learning more about instructional design for blended and online courses. More than 84% felt the program is applicable to their work context; 78% would transfer their existing credit into the new program; and, 74% would recommend it to another colleague.
3. The need for a Canadian recognized competency standards and credentials in instructional design.

Evidentiary base for conclusion:

- a. The Canadian Association for Instructional Designers has developed a professional designation for Instructional Designers in response to a growing demand for ID based competencies.
- b. Existing programs coming from overseas do not meet the quality standards defined by CAID and the International Board of Standards for Training, Performance and Instruction (IBSTPI).

The proposed program is designed to meet these demands. In addition, a number of institutions interviewed indicated interests in identifying with the program either as collaborators in its further development, as accreditation bodies or as recipients of specialized/customized blended courses. Institutional support is indicated in the next section.

#### 2.1.1.4 Potential Support for and Barriers to Participation

Support has been offered from varying community partners with regard to the following:

- Support for participation related to credit recognition and laddering options has been indicated by:
  - Faculty of Education, University of Manitoba (see Appendix 2)
  - Canadian Association of Instructional Designers
  - Manitoba Teachers Association
  - Assiniboine Community College
- Support related to access to library materials has been indicated by the University of Manitoba Library Services (see Appendix 2).

Potential barriers have been identified as:

- The capstone course may prove challenging to complete for students employed full time, and therefore reduce some of the flexibility of the program design.
- Potential students may have difficulty providing requisite documentation of experience as this is a classic problem for Instructional Designers, and one of the solutions this certificate is designed to address.
- Students uncomfortable with technology may find that the technology focus of the courses in the program constitutes a potential challenge.



- Connectivity concerns such as the absence of stable internet access outside urban areas may challenge enrolment especially for potential students living in semi-urban and remote areas, and who have poor access to stable internet.
- Most students are biased towards a particular type of offering; for instance, certain students may incline towards taking either fully online or fully face-to-face courses but not a combination of delivery methods or a course of the blended variety. Enrolment numbers may be challenged by such students.

### 3. Design and Delivery

#### 3.1 Provide detailed program and student learning objectives.

On completion of this program, students will be able to:

- Design, develop, implement and evaluate blended and hybrid learning courses.
- Evaluate the applicability of blended and hybrid models within a specific context.
- Coordinate Just-in-time educational projects from start to successful completion.
- Evaluate and conduct practice based research in the field of Instructional Design.

3.2 These learning objectives have been aligned with industry standards and competencies of the Canadian Association of Instructional Designers and the CSTD. According to CAID, the advanced competencies of instructional designers are:

Competency	CAID definition	Which course addresses this in B-Hold
Research	Conduct practical or fundamental research in the instructional design field.	Implementation and Analysis: Introduction to Practitioner Research
Instruction	Design a curriculum or online training program.	JIT Educational Project Management, Current Issues in Blended, Online and Hybrid Learning & Blended, Hybrid and Online Learning Design Practicum
Implementation	Implement and modalize a training program that utilizes educational technologies by applying the appropriate technical means. Evaluate the technical quality and training-	Implementation and Analysis: Introduction to Practitioner Research & Blended, Hybrid and Online Learning Design Practicum

	system strategy choices.	
Management	Supervise the learners and instructors during training delivery. Develop instructional or learning management systems.	JIT Educational Project Management & Blended, Hybrid and Online Learning Design Practicum
Advice	Provide advice to managers on best practices for deploying training systems;	Blended, Hybrid and Online Learning Design Practicum

3.3 Describe the program structure, including: course/module titles, contact hours, and prerequisites, course progression.

The program consists of a total of 216 hours of instruction comprising four 36-hours or total 144-hours of required core contact hours, one 36-hour elective or special topics course, and a 36-hour capstone course. Electives are available from “special topics”, adult learning or technology streams (see Table 1).

Core courses should be taken in the following sequence:

1. Introduction to Emerging Technologies
2. Current Issues in Blended, Online and Hybrid Learning
3. Just in time Educational Project Management
4. Implementation and Analysis: Introduction to Practitioner Research

Elective courses can be taken in any sequence during the program but the capstone course can only be attempted upon successful completion of all the core and elective requirements.

To support the requirements for flexible learning each course in the program will be offered in a variety of formats: blended, hybrid, or fully online. The face to face components within offerings will also be designed to support flexible participation through compressed and specialized delivery options for weekends and evening face-to-face options. The courses are described below.

#### **Core course descriptions:**

##### **Introduction to Emerging Technologies (36 hours) - existing as part of CACE certificate**

New technologies offer new opportunities for educators to increase learner engagement and improve the overall value of the learning experience. The last ten years have resulted in the introduction of numerous new tools and approaches: blogs, wikis, podcasts, social bookmarking, virtual worlds, and social networking services. This course will explore the development of different technologies and suggest their potential impact on teaching and

learning. Focus will be placed on tools that increase learner control over content, interaction, and the formation of learning networks with peers and experts outside of classrooms.

**Current Issues in Blended, Online and Hybrid Learning (36 Hours) - new course development**

This course will build upon on student experience and expertise in learning design for the particular contexts. The student will analyze how learning can be extended through the affordances offered by blended and hybrid learning design models. In addition, students will discuss and critique various blended and hybrid instructional design production concepts. These concepts and models will be applied to the development of a blended and hybrid course for the learner's own work or professional context.

**Implementation and Analysis: Introduction to Practitioner Research (36 Hours) - new course development**

Building upon the concepts and models covered in Current Issues in Blended, Online and Hybrid Learning, the learner will conduct practitioner research to evaluate the effectiveness and quality of a blended and hybrid course. The learner will evaluate models for determining effectiveness and quality in course design and will also apply specific processes for collecting and analyzing formal feedback, revising course design and reporting pilot results. The product of this course will be a revised course design for the learner's specific work or institutional context. Students may be required to produce an academic paper.

**Just In Time (JIT) Educational Project Management (36 Hours) - new course development**

Part of designing and implementing curricular changes is administering and managing the process and the resources needed for the project. Students in this course will analyze and evaluate various theoretical administrative models for educational project management and organizational content creation. Specific for blended and hybrid learning design the Just In Time model will be highlighted for its applicability where there is an increased rate of change in process. While this course is more theoretical than the other courses in this program it will directly inform the practicum experience.

**Capstone Course Description:**

**Blended, Hybrid and Online Learning Design Practicum (Capstone Course, 36 hours) - new course development**

Under the guidance and supervision of a mentor students will develop at least one functioning blended or hybrid course for use in a post-secondary situation, training in a corporate setting or within an educational department. This is the culmination of the learner's course of study enabling them to showcase the knowledge and the skills acquired during the program.

## **Elective Course Descriptions:**

### **Facilitating Adult Learning (37.5 Hours) -existing as part of CACE certificate**

This course explores the complexity of the teaching-learning process in the education of adults. You will be encouraged to identify and define the assumptions, values and beliefs that underlie your decisions as a facilitator. You will also analyze the application and implications of education principles in the design, delivery and evaluation of adult learning opportunities.

### **Adult Learning and Development (37.5 Hours) -existing as part of CACE certificate**

The content of this course reflects the extensive knowledge in the area of lifespan development and its importance for practitioners and for practice in adult education. It examines development, learning and change and their relationship to andragogy. Emphasis is placed on the importance of considering both contextual factors and individual differences when examining the process of learning in adults.

### **Foundations of Adult Education (37.5 Hours) -existing as part of CACE certificate**

This course is an introduction to the field of adult education from a local and global perspective, and its role in shaping the world. The course will explore the field of adult education through the foundational disciplines of adult education, history, philosophy and sociology. The context of adult education will be explored with a primary focus on the Canadian context and how it is linked to the global context. By the end of the course, you should have defined what you believe the purpose of adult education should be in our current historical moment and thus, where you stand in the field of adult education.

### **Open Education Resources (36 Hours) - existing course as part of ETL certificate**

Since the early 2000's, open educational resources have grown in public awareness and influence for academic administrators and educators. When prominent institutions such as Yale, Harvard, and MIT begin to freely share their educational resources, academics are provided with a wealth of resources to incorporate into existing classrooms. Open educational resources create a climate for educators to freely build on each other's work. But OERs are about more than using content created by large institutions. The openness movement has started to impact scholarship and journals creating new models of open access and publishing. What are the key drivers for the openness movement? Where can educators find quality open content? How can educators join existing OER communities in their own discipline? This course will address these important questions. At the end of the course, students will be able to define and explain the meaning and significance of "open educational resources", explain what licensing options are available for OERs and how they impact access and usefulness, compare and contrast different methods for describing, storing and retrieval of OERs and demonstrate how different methods can be used for creating your own repository, identify and discuss models for sustainability, Analyze and discuss the social, cultural and economic implications of OERs, and compare and evaluate OERs in different regions.

**Cloud Computing (36 Hours) - existing course as part of ETL certificate**

Access to content, anytime, anywhere, anyhow is guaranteed through cloud-hosted structures. Content delivery, is one of the many services of what is called cloud computing. This course will help the learner to evaluate the issues around cloud computing in their specific work and learning context; and to develop strategies to leverage cloud computing technologies. At the end of the course, students will be able to define cloud computing and describe its services specific to their own context, examine the policy implications of cloud computing from a school and provincial level, describe the environmental, social and economic implications of cloud computing specific to their own context, examine barriers and define strategies to address them.

**Mobile Learning (36 Hours) - existing course as part of ETL certificate**

This course will explore different educational applications of mobile devices and ways of developing mobile courses. At the end of the course, students will be able to define mobile learning and detail how it varies from other forms of learning including e-learning, identify its affordances as a complementary mode of learning and its impacts on pedagogy, create artifacts and design learning objects that enable the delivery of content using mobile media, and explore the potential and future of mobile learning and evaluate their impact on pedagogy.

For more details about course content and outline, see Appendix 1.

- 3.4 Required and elective courses/modules. The following statement was approved by Council January 18, 2006: "Courses used within the category of Elective Option must already exist within a credentialed program. In order to address the need of electives to reflect current market/industry demand, "Special Topics" courses may be included under the "Elective Option"

Given the dynamic nature of the field of internet technologies and their application to teaching and learning, a special topics option is included under the elective choices to respond to student demands or market needs for context-based, contemporary and issue focused courses. **Teaching and Learning Media Education (36 Hours), and Teaching and Learning with Mobile Devices (36 Hours)** are Faculty of Education elective courses available for transfer into the program.

- 3.5 Minimum and maximum times for completing the program. Students will normally complete the program in 12 months for full time study and from 1 to 3 years of initial admission for part time study. 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 explaining how, and to what extent, it addresses the needs of the intended audience, and challenges to participation.

In response to the outcomes identified in the aforementioned market and needs analysis, a program in this area should respond to: the growing interests for requisite instructional design skills in blended, hybrid and online learning; narrow the gap between technological advancement and educational pedagogy; and address the competency requirements in this emerging area of online, blended and hybrid instructional design. Overall, the program does this by mapping competencies to industry standards such as a CAID and CSTD; and through a hands-on context based approach, individual courses are designed to meet these competency requirements. The program is designed so that current or emerging design considerations can be incorporated into the learning outcomes.

Practitioners during the interview were clear about the need for practical, hands-on courses that specifically apply to the learner's work context. Courses that are abstract are of little use to the learner, neither do they provide any value to their employers. Instructional elements should therefore allow for student-focused lessons that are relevant to their career or work contexts. The products of these courses, captured by the unique instructional design and structure, and context-specific assignments should fundamentally apply to the learners' professional context. They should serve to enhance their teaching and learning experience, contribute towards their professional development, and assure them that the quality of the "experimental" instruction as designed meets with the requirements of their host institution or workplace.

The courses in the program are designed to be delivered in an ordered fashion such that learning is progressive, building on previous learning and experiences. Commencing with the *Introduction to Emerging Technologies*, and then the *Current Issues in Blended, Online and Hybrid Learning*, students are introduced to technologies and their influence on education broadly and to instructional design specifically. These courses can be taken in parallel with the *JIT Educational Project Management* course which presents a non-traditional approach to project management by highlighting the challenges organizations face when implementing new forms of instruction and how these challenges can be addressed. The *Implementation and Analysis: Introduction to Practitioner Research* course will be the last of the core courses highlighting relevant ways of evaluating, designing and conducting practitioner research.

Students can take elective courses at any time during their program and may choose to commence with electives although a recommended sequence is provided. Options for electives address adult learning principles as well as the

ability to focus on emerging influences of technology on education. The final capstone course is taken upon completion of all core and elective requirements. Through the capstone course students will acquire the needed survival strategies in the rapidly developing world of online, hybrid, and blended instructional design; and, will gain substantial hands-on experience and skills in a mentored learning environment. This course prepares students for industrial experience, at the end of which they will have developed a blended, online, or hybrid course using technology tools and adhering to adult learning and instructional design practices. With the guidance of a professional mentor in Distance Education, students will have the opportunity to gain a deeper understanding of organizational structures, large scale course production processes, and to have access to available development resources.

All the courses will be scheduled in the calendar to accommodate this progressive arrangement and to allow students to scaffold their learning by building on previous knowledge, and to lead up to the design and development of a final fully online, hybrid or blended course.

### 3.7 Identify the teaching methods and delivery format.

A variety of teaching methods and delivery methods will be used. All courses will be designed to be delivered either as fully online, blended, or hybrid, or a combination of all options. Specialized face-to-face, or weekend offerings may be designed and alternated in the program schedule to cater to a wider group of students.

Online components of the courses will be hosted on the University of Manitoba learning management system (in 2013-14 that is D2L) and course site. Synchronous sessions that allow for the hybrid and fully online components of the courses will be held in virtual classrooms such as Adobe Connect. Online, hybrid and blended formats may include forms of asynchronous communications such as discussion forums, wikis, and blogs.

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

These differing delivery options will cater to students, while local to the University of Manitoba, will have various learning needs or work commitments such that coursework that is entirely face-to-face is not feasible. The fully online options will support non-local provincial, out of province and international students.

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

Yes. As mentioned in sections 3.5, 3.6, and 3.7, flexible study options will be used to address the needs of the learners.

- 3.10 Describe admission requirements, including: selection criteria, selection process and authority to approve admission decisions.

1.

To be admitted to the program, students will be required to possess an undergraduate degree and any one of the following: 1) Post-Bacc or its equivalent in Education, 2) the CACE certificate, or 3) possess and work in an educational context having the recommended essential entry competencies mentioned in Section 1.5. International students must demonstrate qualifications equivalent to a minimum of a bachelors/undergraduate degree in addition to the recommended essential entry requirements.

Students can enroll into the program at any time of their choosing or as recommended in Section 3.6. To graduate with the certificate, students will have completed all program requirements including the core, electives, and capstone courses with a minimum grade average of “C”, and have paid the necessary program application registration fees.

- 3.11 Selection Process

The CE Program Director will have the 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.

A transfer credit arrangement is being negotiated with the Faculty of Education. Each course will be awarded 3 non-methods credit at the 5000 level allowing students from other faculties other than Education to take courses.

A letter indicating this arrangement is provided in the Appendix 2.

5. Resources

- 5.1. Describe the required qualifications of teaching personnel and their availability, including provisions for the orientation, training, and development of teaching personnel.

Instructors for the program will be required to have a minimum of masters’ degree, and/or a professional designation in the field of Instructional Design, including expertise in the content area, experience in teaching adults, and knowledge of adult learning principles.



All instructors will receive the CE Instructors Guide, Instructors' Quick Guide, the online instructors' D2L module, training in the use of D2L and Adobe Connect. Instructors may participate in workshops, seminars and courses offered through the University Teaching Services, the Certificate in Adult and Continuing Education, and the Certificate in Interdisciplinary Studies: Emerging Technologies for Learning.

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

Adequate library resources to support the program exist. Library materials available through the Dafoe library and access to online resources are available. A letter of support is available in Appendix 2.

5.3. What instructional media resources, laboratory or field placement facilities are required to support the program? (Note: Letter(s) of support when requested). Describe any additional resources required for program delivery.

All resources required for the program will be available through the library or via open educational resources available online.

5.4. Describe any unique University counseling 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 and in Extended Education.

## 6. Advisory/Program Committee

6.1. Describe the membership and representation and identify the terms of reference.

Advisory committee will be drawn from a variety of settings including academic (post secondary and K-12), government, and industry (accreditation bodies).

See Appendix 3 for a list of potential Advisory Committee Members.

See Appendix 4 for the Advisory Committee Terms of Reference

## 7. Evaluation

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

All courses in the program are formally evaluated and graded using the University of Manitoba's grading system. To successfully complete the program, students must complete all program requirements within 3 years of initial registration and achieve a minimum overall grade point average of "C" to receive a certificate.

## 8. Course and Program Evaluation

8.1. Describe the method (SEEQ or other) and frequency of course and instructor evaluations to be used and identify performance indicators the Area will use to evaluate the program.

The Student Evaluation of Education Quality (SEEQ) will be used after each course. SEEQs will be evaluated prior to next course offerings and decisions such as the re-hiring of instructors, evaluation of course quality and revisions will be made based on SEEQ outputs.

The program will be reviewed from time to time to determine if a full and/or partial evaluation is required. The constituted Advisory Committee will be responsible for recommending a partial and/or full program review to compare actual performance with performance indicators and program objectives. A review (partial or full) will be conducted every three years.

The following performance indicators will be used to evaluate the program:

- Increase in number of student enrolments
- Increase in net program contributions to overall CE budget

## 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. Describe any revenue/deficit sharing agreements that are proposed between the Division and partners to the program. The plan must be supported by reference to information obtained in the needs assessment and market demand analysis.

See Appendix 7 for Project Budget and Financial Plan for a five year plan. Two additional years are provided for longer term trend analysis.

## 10. Marketing

10.1 Outline a three-year marketing plan for promoting the program, using the template developed by the Marketing Area. The plan must outline how to reach the intended audience.

Using CE's marketing plan and strategy, 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, tear sheets, course schedules and calendars, the Division and University's web pages, Social Media and CE's E-Newsletter) will be used. Program will also be promoted at conferences and seminars through paper presentations or poster sessions where possible.

## Appendix 1: Course Descriptions

	Post Baccalaureate Certificate (Minimum 216 Hours)
Core Courses (144 hours)	<ul style="list-style-type: none"> <li>● Introduction to Emerging Technologies (36 Hours) - Existing <ul style="list-style-type: none"> <li>○ Literacy in the digital age</li> <li>○ Identity and Privacy/Expression and Online Presence</li> <li>○ Personal Learning Environment</li> <li>○ Capacity for Continual Learning</li> <li>○ Affordances and Social Media</li> <li>○ Open and Networked Societies</li> <li>○ Learning as Connectedness</li> </ul> </li> <li>● Current Issues in Blended, Online and Hybrid Learning (36 hours) – New <ul style="list-style-type: none"> <li>○ Introduction to current Blended and Hybrid Learning Theories</li> <li>○ Development of a Blended or Hybrid course for use at home institution</li> <li>○ Evaluation of technology and pedagogy for learning through case studies</li> </ul> </li> <li>● Just in time Educational Project Management (36 hours) – New <ul style="list-style-type: none"> <li>○ Organization and development of the project stages</li> <li>○ Cost benefit analysis of technology implementation</li> <li>○ Schedule development</li> <li>○ Risk management: copyright and other legal implications</li> <li>○ Resource planning</li> <li>○ Developing support structures</li> </ul> </li> <li>● Implementation and Analysis: Introduction to Practitioner Research (36 hours) – New <ul style="list-style-type: none"> <li>○ Measuring the difference between students current and desired competencies</li> <li>○ Use various techniques to adjust instructional content</li> <li>○ Evaluate quality of course design using a variety of models</li> <li>○ Conduct formal practitioner research to evaluate course design and implementation</li> </ul> </li> </ul>
Electives and Special Topics (Minimum	<p>One Elective chosen from any of the options below (Minimum 36 Hours):</p> <ul style="list-style-type: none"> <li>● Adult Learning Options <ul style="list-style-type: none"> <li>○ Facilitating Adult Learning (37.5 Hours)</li> </ul> </li> </ul>

36 Hours)	<ul style="list-style-type: none"> <li>o Adult Learning and Development (37.5 Hours)</li> <li>o Foundations of Adult Education (37.5 Hours)</li> <li>● Technology Options <ul style="list-style-type: none"> <li>o Open Education Resources (36 Hours)</li> <li>o Cloud Computing (36 Hours)</li> <li>o Mobile Learning (36 Hours)</li> <li>o Teaching and Learning Media Education (36 Hours) – Offered by Education Faculty</li> <li>o Teaching and Learning with Mobile Devices (36 Hours) – Offered by Education Faculty</li> </ul> </li> <li>● Special Topics (36 Hours)</li> </ul>
Capstone Course (36 Hours)	Blended, Hybrid and Online Learning Design Practicum Specialized Capstone delivered and offered in collaboration between Distance Education and Continuing Education (36 Hours)

## CORE COURSE DESCRIPTIONS

**COURSE TITLE:** Introduction to Emerging Technologies

**CONTACT HOURS:** 36 hours online

New technologies offer new opportunities for educators to increase learner engagement and improve the overall value of the learning experience. The last five years have resulted in the introduction of numerous new tools and approaches: blogs, wikis, podcasts, social bookmarking, virtual worlds, and social networking services. This course will explore the development of different technologies and suggest their potential impact on teaching and learning. Focus will be placed on tools that increase learner control over content, interaction, and the formation of learning networks with peers and experts outside of classrooms.

Prerequisite: None

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**COURSE TITLE:** Current Issues in Blended, Hybrid and Online Learning – New course

**CONTACT HOURS:** 36 hours online

This course will build upon on student experience and expertise in learning design for the particular contexts. The learner will analyze how learning can be extended through the affordances offered by blended and hybrid learning design models. In addition, students will discuss and critique various blended and hybrid instructional design production concepts. These concepts and models will be applied to the development of a blended and hybrid course for the learner's own work or professional context.

Prerequisite: None

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**COURSE TITLE:** Just In Time (JIT) Educational Project Management – New course

**CONTACT HOURS:** 36 hours online, hybrid or blended

Part of designing and implementing curricular changes is administering and managing the process and the resources needed for the project. Students in this course will analyze and evaluate various theoretical administrative models for educational project management and organizational content creation. Specific for blended and hybrid learning design the Just In Time model will be highlighted for its applicability where there is an increased rate of change in process. While this course is more theoretical than the other courses in this program it will directly inform the practicum experience.

Prerequisite: None

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**COURSE TITLE:** Implementation and Analysis: An Introduction to Practitioner Research – New course

**CONTACT HOURS:** 36 hours online, hybrid or blended

Building upon the concepts and models covered in Current Issues in Blended, Online and Hybrid Learning, the learner will conduct practitioner research to evaluate the effectiveness and quality of a blended and hybrid course. The learner will evaluate models for determining effectiveness and quality in course design and will also apply specific processes for collecting and analyzing formal feedback, revising course design and reporting pilot results. The product of this course will be a revised course design for the learner's specific work or institutional context. Students may be required to produce an academic paper.

Prerequisite: None

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**COURSE TITLE:** Blended, Hybrid and Online Learning Design Practicum (Capstone Course)

**CONTACT HOURS:** 36 hours online, face-to-face or blended

Under the guidance and supervision of a mentor students will develop at least one functioning blended or hybrid course for use in a post-secondary situation, training in a corporate setting or within an educational department. This is the culmination of the learner's course of study enabling them to showcase the knowledge and the skills acquired during the program.

Prerequisite: Completion of all other courses in the certificate

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## ELECTIVE COURSE DESCRIPTIONS

**COURSE TITLE:** Facilitating Adult Learning – existing as part of CACE certificate

**CONTACT HOURS:** 37.5 hours online or face-to-face

This course explores the complexity of the teaching-learning process in the education of adults. You will be encouraged to identify and define the assumptions, values and beliefs that underlie your decisions as a facilitator. You will also analyze the application and implications of education principles in the design, delivery and evaluation of adult learning opportunities. This course is also cross-listed as EDUA 1590 in the Faculty of Education.

Prerequisite: None

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**COURSE TITLE:** Adult Learning and Development – existing as part of CACE certificate

**CONTACT HOURS:** 37.5 hours online or face-to-face

The content of this course reflects the extensive knowledge in the area of lifespan development and its importance for practitioners and for practice in adult education. It examines development, learning and change and their relationship to andragogy. Emphasis is placed on the importance of considering both contextual factors and individual differences when examining the process of learning in adults. This course is also cross-listed as EDUA 1560 in the Faculty of Education.

Prerequisite: None

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**COURSE TITLE:** Foundations of Adult Education – existing as part of CACE certificate

**CONTACT HOURS:** 37.5 hours online or face-to-face

This course examines the history of adult education from both a world-wide and local perspective. You will analyze the underlying philosophical, sociological and political foundations of adult education. You will then apply insights gained from this study to contemporary adult education issues of interest to you. This course is also cross-listed as EDUA 1570 in the Faculty of Education.

Prerequisite: None

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**COURSE TITLE:** Open Education Resources – existing as part of ETL certificate



**CONTACT HOURS:** 36 hours online

Since the early 2000's, open educational resources have grown in public awareness and influence for academic administrators and educators. When prominent institutions such as Yale, Harvard and MIT begin to freely share their educational resources, academics are provided with a wealth of resources to incorporate into existing classrooms. Open educational resources create a climate for educators to freely build on each other's work. But OERs are about more than using content created by large institutions. The openness movement has started to impact scholarship and journals creating new models of open access and publishing. What are the key drivers for the openness movement? Where can educators find quality open content? How can educators join existing OER communities in their own discipline? This course will address these important questions.

Prerequisite: None

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**COURSE TITLE:** Cloud Computing - existing as part of ETL certificate

**CONTACT HOURS:** 36 hours online

Access to content, anytime, anywhere, anyhow is guaranteed through cloud-hosted structures. Content delivery, is one of the many services of what is called cloud computing. This course will help the learner to evaluate the issues around cloud computing in their specific work and learning context; and to develop strategies to leverage cloud computing technologies. At the end of the course, students will be able to define cloud computing and describe its services specific to their own context, examine the policy implications of cloud computing from a school and provincial level, describe the environmental, social and economic implications of cloud computing specific to their own context, examine barriers and define strategies to address them.

Prerequisite: None

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**COURSE TITLE:** Mobile Learning - existing as part of ETL certificate

**CONTACT HOURS:** 36 hours online

This course will explore different educational applications of mobile devices and ways of developing mobile courses. At the end of the course, students will be able to define mobile learning and detail how it varies from other forms of learning including e-learning, identify its affordances as a complementary mode of learning and its impacts on pedagogy, create artifacts and design learning objects that enable the delivery of content using mobile media, and explore the potential and future of mobile learning and evaluate their impact on pedagogy.

Prerequisite: None

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**COURSE TITLE: Special Topics:** Teaching and Learning Media Education – Offered by Education Faculty

**CONTACT HOURS:** 36 hours online

A review of current research in educational technology and a critical appraisal of recent technology in instructional development.

Prerequisite: None

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**COURSE TITLE: Special Topics:** Teaching and Learning with Mobile Devices – Offered by Education Faculty

**CONTACT HOURS:** 36 hours online hours

An introduction to educational and information technology in the classroom. Focus will be on the utilization of technology, the development of information skills for teachers and critical analyses of the potential of educational technology.

Prerequisite: None

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## **Appendix 2: Letters of Support**

# ACCP - CAID

Association canadienne des concepteurs et des conceptrices pédagogiques  
Canadian Association of Instructional Designers

Winnipeg, June 3<sup>th</sup>, 2013

To whom it may concern:

This is a letter of support for the development and implementation of the Post Baccalaureate Certificate in Blended, Hybrid and Online Learning Design.

The mission of the Canadian Association for Instructional Designers (CAID) is to "Strengthen the capacity to act and undertake designers and instructional designers by promoting their development and promoting the profession in the different environments in which it is exercised" ([http://accp-caid.org/E\\_WWA/WWA\\_mission.php](http://accp-caid.org/E_WWA/WWA_mission.php)). In my capacity as President I have had opportunity to read the proposal of the program for the Post Baccalaureate Certificate in Blended, Hybrid and Online Learning Design and consequently I feel that a certificate of this type would be useful to achieve the objectives of the Association, specifically, to "sustain the progress of instructional design through study, research, information-sharing, professional development, promotion, exchanges, meetings, seminars, conferences, etc.;" and to "protect learners by assessing the members' skills and the quality of instructional design activities;" ([http://accp-caid.org/E\\_WWA/WWA\\_mission.php](http://accp-caid.org/E_WWA/WWA_mission.php)).

CAID is also interested in working with the program developers for the purpose of future CAID accreditation consideration of this certificate.

Once again, I am pleased to add my support of this valuable initiative. It will meet the increasing needs of those working in this field.



Carolle Roy, president

Canadian Association for Instructional Designers (CAID)

Association canadienne des concepteurs et des conceptrices pédagogique (ACCP)



UNIVERSITY  
OF MANITOBA

## Faculty of Education

Dr. Karen E. Smith, Associate Professor  
Chair, TnT, Teaching and Technology Committee  
Dept. of Curriculum, Teaching and Learning  
233 Faculty of Education  
University of Manitoba  
Winnipeg, MB R3T 2N2

May 31, 2013

Mr. Ben Akoh  
Program Director Continuing Education  
174F Extended Education Complex  
University of Manitoba  
Winnipeg, MB R3T 2N2

To Whom it May Concern:

Re: Letter of Support New Extended Education Advanced Certificate in Blended, Hybrid,  
and Online Learning

As Chair of the Teaching and Technology committee at the Faculty of Education I am providing this letter in support of the new Extended Education Advanced Certificate. The Acting CTL Department Head, Dr. Catherine Casey, and the Acting Dean of Education, Dr. David Mandzuk, have met with our committee and provided their support. The program will be recognized by the Faculty of Education and non-methods course credit would be awarded to students at the 5000, after degree, level.

The following CTL Department members have agreed to participate in the teaching of the new advanced certificate. Each is also a member of our Department's TnT committee and each have indicated courses they are prepared to teach:

Denis Hlynka – Introduction to Emerging Technologies  
Orest Cap – Instructional Design in Adult Education  
Joanna Black – Teaching and Learning Media Education  
Rene Redekopp – Teaching and Learning with Mobile Technology  
Karen E. Smith – Digital Literacies

Yours truly,

Karen E. Smith

[www.umanitoba.ca/education](http://www.umanitoba.ca/education)

**University of Manitoba Libraries**  
**Statement for New Programme**



**Faculty** Extended Education  
**Department** Continuing Education  
  
**Programme Name** Post Baccalaureate Certificate in Blended Learning  
Instructional Design

**Statement**


The Libraries' collection can support this new programme, as described in the documentation provided to UML.

This Post Baccalaureate Certificate comprises seven courses, focusing on instruction design in blending learning environments. The theoretical aspects of the courses, consistent with current educational theory, will be well served by the existing collection. A significant portion of the coursework will concentrate on practical, hands on design of specific instructional materials. In 2013, the Faculty of Education revised its undergraduate curriculum. The Education librarian prepared collection assessments of 79 undergraduate courses. Based on her assessments, I can state with confidence that the Libraries can support students enrolled in this certificate.

Lyle Ford  
Liaison Librarian for Extended Education

Nicole Michaud-Oystrik  
Head, Elizabeth Dafoe Library

  
Coordinator, Collections Management

  
University Librarian

  
Date









## **Appendix 3: Advisory Committee Members**

The following will be invited as founding members of the advisory committee:

- Carolle Roy, President Canadian Association of Instructional Designers
- Judy Piling, Director of Teaching and Learning Centre, Assiniboine Community College
- TBA, representative from Organizational Staff Development, Provincial Government
- TBA, Representative from Industry
- TBA, Representative from Manitoba Hydro or crown corporation
- Kathleen Matheos, Associate Dean, Extended Education, University of Manitoba
- Kathy Snow, Instructional Designer, Distance Education
- TBA, Instructor from the Certificate program
- Ben Akoh, Program Director, Continuing Education, University of Manitoba

## **Appendix 4: Advisory Committee Terms of Reference**

ADVISORY COMMITTEE  
ADVANCED CERTIFICATE FOR BLENDED, HYBRID AND ONLINE INSTRUCTIONAL DESIGN  
CONTINUING EDUCATION/DISTANCE EDUCATION  
UNIVERSITY OF MANITOBA

### **1. Status**

The Advisory Committee to the Program is established by and reports to Continuing Education (CE).

### **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 Advanced Certificate for blended, hybrid and online instructional design.

### **3. Composition**

- 3.1. In addition to representatives from Continuing Education (Program Director) and Distance Education (Instructional Designer) the Committee shall consist of representatives from: education, industry, government and certified training centers. 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, Continuing Education, 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.

## 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 extend 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

1. *Title of Proposed Program:* **Post Bacculaureate Certificate in Blended, Hybrid and Online Learning Design (B-HOLD)**

*Program Developers:* Ben Akoh (Continuing Education) and Kathy Snow (Distance and Online Education)

2. *Proposed Credential Type:* **Post Bacculaureate Certificate**

3. *Rationale and need:*

This Post Bacculaureate Certificate aligns with Extended Education's strategic priority one: Program Innovation and Quality, as it attempts to fill a gap for both the local community and nationally with regard to accreditation and training opportunities for the emerging development of blended learning programs.

According to Siemans (2002) the need for Instructional Design (ID) has been identified by both corporate training departments and educational institutions. He claims and he claims that ID is one of the fastest growing fields in e-learning if vacancy rates in job search engines are to be considered a trusted source. Using the same methods in 2013, similar results can be found indicating the demand for this profession has held steady for the past 10 years despite changes in technology. According to research put forward from Allen, Seaman & Garrett for the Sloane consortium (2007) Blended courses in the United States are not more prevalent than fully online courses. However the same report indicated "consumers" have a 32% preference for a blended delivery model. Consumers' preference for a blended delivery model, this report states exceeds experience, suggesting that the market for blended delivery has room for growth. UBC's recent presidential announcement (March, 2013) too strategically:

*"evolve our teaching model further to one that more systematically blends traditional classroom environments with online components, interactive distance dialogues and small support groups...to provide a flexible approach to suit the varying needs of learners..."*

provides more evidence of the need for blended instructional design training opportunities. Slow growth from educational institutions for blended models can in part be blamed on misinformation and lack of knowledge of sound educational design for a blended approach to teaching and learning (U of M Blended Learning Task Force, 2013).

Training in Instructional Design is available from a variety of institutions in Canada, offered through Masters Programs, Continuing Education Certificates and Post Bac Diplomas, however in a survey of these programs, the focus is on traditional ID models rather than blended and hybrid learning models. There are also no program offerings in Manitoba to address the needs of local professionals, with the exception of our own CACE program which provides certification in Adult Education with technology and ID options rather than specifically examining Blended Learning. Existing enrolment figures to the CACE and ETL certificates indicate that participating employers include the industry, crown corporations, and educational institutions that live in Manitoba, Canada and internationally. These institutions are faced with the dilemma of either outsourcing or internally delivering specialized training to meet their needs. Developing a fast

track certificate specifically focused on developing effective blended instruction could help these institutions to meet their development needs.

#### *4. Brief Description:*

The proposed program in instructional design for blended and hybrid learning intends to target and serve a broad audience of educators from traditionally trained K-12 teachers, postsecondary faculty members, trainers/ instructors in industry, and new students seeking an opportunity in the field of instructional design. Course components will address conceptualizing and designing instruction for blended and hybrid learning models. Taking the best from a review of current ID certificate programs available in Canada, this program is centered on providing students with a balance of theory, practice and experience in blended learning delivery models. This marks a distinct departure from current educational offerings which focus on technology, online or face to face offerings separately. Research evidence supports the application of blended learning for an improvement in teaching and learning experience significantly different from the “no significant difference” studies comparing online and face to face instruction of the 90s (Kanuka, 2008). Theoretical discussions will focus on emerging best practices for the implementation of blended learning design from current research and traditional instructional design models. Practical elements will include design for non-traditional students in non-traditional environments.

Observations made of enrolments in existing CACE and ETL certificates indicate that most students are currently instructors and/or facilitators in the industry, crown corporations or government departments seeking to increase their knowledge and expertise in the design of instruction and in effective content delivery – online, in-person, or blended. The philosophies and approaches in these programs (CACE and ETL), though specifically tailored to meet the needs of a trainer/instructor/educator seeking to incorporate adult learning principles and technology into their teaching methods do not address the core considerations required for effective instructional design. The elective Instructional design course offered as an option in both certificates provides a brush stroke overview where depth may be preferred and very few students take them. Initial findings suggest the absence of an ID program offered by any institution in Manitoba.

The proposed program will provide depth requisite of an advanced certificate in blended learning instructional design, and an opportunity for recognizing non-credentialed instructional designers.

The program will comprise of three core instructional design courses and two electives for a total of 180 hours of instruction, and courses will be delivered in a variety of formats (fully online, face-to-face, and/or blended). Through the two elective courses students may choose to specialize in adult learning or technology delivery, making it a more versatile certificate. Options for creating new specialization in the future will be defined on an as needed basis.

#### *5. Participating Agents*

Program Proposal Sponsors: Ben Akoh, Program Director, Continuing Education (204-480-1822; akohb@extended.umanitoba.ca), and Kathy Snow, Instructional Designer, Distance and Online Education, (204-474-8032; Kathy\_snow@umanitoba.ca). The proposal is a collaboration between CE and DE.

#### 6. *Methods to assess educational needs and market demand*

In addition, anecdotal evidence emerging from feedback from students in the CACE and ETL programs indicate that there is a gap in the knowledge required to design and deliver appropriate instruction which the CACE and ETL programs were not originally designed to address. With the growing need for internal professional development, the instructional design course could bridge this gap.

Empirical evidence of need and market demand will be determined through a process of surveys, interviews and focus group activities. Existing students of the CACE and ETL programs will be surveyed to determine if the components of an ID course align with their own personal/professional development interests. Interviews with human resource directors and administrators of crown corporations, industry and educational institutions will identify the desirability of an ID certificate to address their internal PD needs. Focus group activities will involve former and potential/prospective students to provide guidance on the required components for the course. The annual Manitoba Association for Distributed Learning and Training (MADLaT) conference sponsored in part by the Division further acts as an academic sounding board for the certificate.

#### 7. *Relevance to Divisions EE's mission and strategic priorities*

This proposed certificate aligns with the Extended Education Strategic priority.....This proposal meets the needs of the Division's strategic priorities in that it: a) is an innovation in program design and delivery deployed in different formats (blended, online, in-person) to meet the flexible learning needs of the students and to increase access to provincial, Canadian and international students; b) is developed to recognize the internal professional development needs of the institutions that currently fill the CACE and ETL programs and through this establish stronger and mutually beneficial partnerships.

#### 8. Timetable and Proposed Implementation Date

- Stage 1 – Program development and approval (Winter/13 – Fall/13)
- Stage 2 – Pilot program delivery (2014-2015)
- Stage 3 – Program refinement (2014 +)

The proposal for *Post-Baccalaureate Certificate in Blended Learning Instructional Design* 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 1**  
**Snap-shot of Proposed Post-Baccalaureate Certificate in Instructional Design**

**Total Credit: Minimum 180 Hours**

<b>Core Courses (108 Hours)</b>	
<ul style="list-style-type: none"> <li>● <b>Blended Learning Course Design: Theory (36 Hours) – 50% existing content</b> <ul style="list-style-type: none"> <li>○ Introduction to Instructional Design Learning Theories</li> <li>○ Developing learning objectives</li> <li>○ Introduction to Learning Design Models and Practice</li> <li>○ Introduction to ISD and constructivist theories</li> <li>○ Blended models of instruction</li> <li>○ Design Evaluation Tools</li> </ul> </li> <li>● <b>Blended Course Design: Practice (36 Hours) – 50% existing content</b> <ul style="list-style-type: none"> <li>○ Instructional Designer competencies</li> <li>○ Institutional practices</li> <li>○ New vs. redesign</li> <li>○ Design of learning experiences</li> <li>○ Evaluation of Case studies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Introduction to Emerging Technologies (36 Hours) - Existing</b> <ul style="list-style-type: none"> <li>○ Literacy in the digital age</li> <li>○ Identity and Privacy/Expression and Online Presence</li> <li>○ Personal Learning Environment</li> <li>○ Capacity for Continual Learning</li> <li>○ Affordances and Social Media</li> <li>○ Open and Networked Societies</li> <li>○ Learning as Connectedness</li> </ul> </li> </ul>
<b>Specialization (72 Hours Minimum) Options to select two courses from each stream towards a specialization in that stream.</b>	
<ul style="list-style-type: none"> <li>● <b>Adult learning specialization</b> <ul style="list-style-type: none"> <li>○ Facilitating Adult Learning (37.5 Hours) - Existing</li> <li>○ Adult Learning and Development (37.5 Hours) - Existing</li> <li>○ Foundations of Adult Education (37.5 Hours) – Existing</li> </ul> </li> <li>● <b>Future/Potential “as needed” options for specializations.</b> <ul style="list-style-type: none"> <li>○ 2 courses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Technology Specialization</b> <ul style="list-style-type: none"> <li>○ Open Education Resources (36 Hours) - Existing</li> <li>○ Cloud Computing (36 Hours) - Existing</li> <li>○ Mobile Learning (36 Hours) – Existing</li> </ul> </li> </ul>

Allen, I.E., Seaman, J., & Garrett, R. (2007). Blending In: The extent and promise of Blended Education in the United States. Needham, MA: Sloan Consortium.

Blended and Online Learning Task Force (2013) Draft SWOT Analysis (March/April). University of Manitoba.



Siemens, G. (2002). Instructional Design in Elearning, September 20, 2002, Elearnspace.  
<http://www.elearnspace.org/Articles/InstructionalDesign.htm>

## Appendix 6: Collaborative Formative Review Document

### 1.0 Background and Target Audience Identification

The purpose of this report is to detail the market needs and potential for a new Post Baccalaureate Certificate in Blended, Hybrid and Online Learning Design. The inspiration for this proposal lies within an identified need for an advanced credential for instructional designers who may have found their way into a career through alternative career paths. Interest in design for blended, online and hybrid learning has increased dramatically in recent times; however, approaches to design, and for the most part learning in this area has been experimental, with little or no formal training or accreditation. Further, trainers and educators are under pressure to create and revise contents in recognition of efficient modes of delivery and current advancements in the field of internet technologies. The process of designing instruction for professional learning and development is no longer a preserve of instructional designers but for educators and trainers across the board. The need therefore for both training and accreditation is timely, and should be extended beyond instructional designers to faculty members in all post secondary institutions, K-12 educators, government departments, as well as training developers in the industry (See Figure 1).



Figure 1: Blended learning overview

The overall objective of the program is to improve the capacity of educators in K-12 and post secondary institutions, and trainers in the industry and government departments to design, develop and implement courses that can be delivered through blended, online and hybrid options. To achieve this objective, the program will:

1. Provide relevant and context based program in instructional design for blended, online and hybrid courses.
2. Provide industry recognized accreditation on designing instruction for blended, online and hybrid courses.

This CFR concern the development of the Certificate in Blended, Hybrid and Online Learning Design (B-HOLD) to be discussed at the Collaborative Formative Review (CFR) process of the Extended Education Division at the University of Manitoba. The proponents of this proposal are aware that a CFR achieves the purpose: of information sharing of the outcomes that emerged from needs analysis, interviews and market surveys; indication of support for program and potential barriers to success; and, to elicit constructive feedback from review participants that could enhance and strengthen the final design and delivery of the program.

This proposal therefore provides a basis for further discussions. It contains 8 sections. Section 2 describes blended, online and hybrid learning following a review of literature. In section three, we discuss the methodology used to arrive at the needs and market analyses, which are discussed in details in section 4 and 5. Section 6 provides a performance indicators table, and provides a summary of recommendations. Section 8 contains the financial plan.

## **2.0 About B-HOLD**

The Certificate in Blended, Hybrid and Online Learning Design (B-HOLD) is a 180 instructional contact hours program made up of 108 hours of core courses and 72 hours of electives (See Appendix 1). The core courses consist of three 36 hours intensive course on emerging internet technologies; and, the practice and theory of blended, online and hybrid instructional design. Two specialization streams are designed at this point to address the immediate need for a) adult learner specializations; and, b) technology focused specialization. The program will implement its own methods in the delivery of the courses, through a combination and flexible hybrid, blended, online and face-to-face format that caters to students' availability and learning preferences.

### **2.1 *Blended, Online and Hybrid Learning***

Learning that integrates face-to-face and online modes of delivery, that is conceptualized and designed with an aim to optimizing student engagement, and that restructures or replaces traditional class contact hours is what Garrison and Vaughan (2007) describe as blended learning. Simply put, it is the "thoughtful fusion of face-to-face and online learning experiences" (2007, p. 5). To them, for learning to be transformative; social, teaching, and cognitive elements must be present. The student experiences a fully engaged process with "highly interactive succession of learning experiences that lead to the resolution of an issue or problem" (2007, p. 25).

The emphasis on a satisfactory student learning experience is consistent with Sloan-C Quality Pillar's Framework in which student satisfaction is one important component of five pillars of a quality blended course (Vignare, 2006). The four other important components in this quality framework require that:

- the learning is effective by ensuring that the quality of the blended course is "as good as the quality of classroom learning" (p. 4);

- emphasis is placed on the satisfaction of the faculty, because a satisfied faculty will more than likely “choose to teach online or blended” (p. 7) course over a faculty that is required to do;
- access considerations to technical, academic and administrative services are made as well as ensuring special access to persons with disabilities.
- Blended courses should be cost effective without compromising quality.

As it more specifically concerns student satisfaction, Sloan-C warns that effective communication must be established, proper student orientation is conducted, support is granted, and that the student is made to feel as a part of a learning community. All of these considerations buttress the point that blended learning is not merely about the fusion of technology into the design of courses. It touches on all aspect of the student’s ecosystem and should be done rather thoughtfully.

The University of Manitoba’s Blended and Online Learning Task Force defines a blended course as:

a course that integrates online with face-to-face instruction in a planned, pedagogically valuable manner by substituting online activity for face-to-face time, or vice versa” A blended course will have less face-to-face contact time than a face-to-face course (for example, rather than meeting the normal two or three times per week in a classroom, students in a blended course will meet one or two times per week in the classroom and time they otherwise would have spent in the classroom will be spent online) (BOLTF, 2013).

These various definitions of blended learning converge around similar principles that support quality student experience, optimal use of resources, and adherence to high quality of the course. The objectives of this program will abide by these principles.

### **3.0 Methodology**

The following process was employed to arrive at the market analysis data for this CFR proposal:

- Review of literature: related to blended and online learning
- Interviews: with practitioners, administrators, trainers and academics involved with various learning delivery methods and institutions leading to the market and needs analysis
- Focus groups: involving practitioners
- Survey: of past and current students in the Emerging Technologies for Learning and CACE programs; and the survey of summer session students and instructors
- Web search: of current parallel offerings

### **4.0 Market Analysis**

The Canadian Association for Instructional Designers has developed a professional designation for Instructional Designers in response to a growing demand for ID based competencies. Within the instructional design community there are not enough Instructional Designers with formal

certification and training or a way of recognizing competencies they have acquired through experience. This gap is more visible specifically with regards to blended learning design. Interest in designing courses with a blended/hybrid approach is a strategic priority for both Universities, Colleges, Training facilities and to a lesser extent K-12 schools. As well student interest and demand in more flexible learning opportunities is increasing. From the Summer 2012 survey on Blended learning conducted by U of M summer session it was found that 69% of students are interested in blended learning formats for future courses in summer session (N=2300).

According to the Cohere (2011) report, interested in blended learning is increasing in Canada and within the eight universities specifically examined, increasing resources are being provided institutionally to support a move in this direction. However one of the major challenges identified in the same report is faculty resistance, due to working in unfamiliar (online) territory. In a report released by CVU (2011) on the state of online education in Canada, it highlighted the constraints of online designs in part by a lack of resources and a lack of understanding of the need for scaffolding online design courses to ensure that quality courses are offered. At the university St. Boniface only one of three instructional Designers currently has formal training in instructional Design which was received at the University of Manitoba

According to representatives from CAID, who review Instructional Design certificates against a set of competency standards they have developed in partnership with International Board of Standards for Training, Performance and Instruction (IBSTPI), they specifically stated that training programs available in the US do not generally meet the quality standards they have defined. Creating a program such as B-HOLD is advantageous as it clearly specifies competencies. However, few programs are available in Canada and only a Royal Rhodes program has a minimal Blended and online learning offering (appendix C).

A market analysis was conducted over the period of March to May 2013 through a web review of current related offerings in Canada that could be in competition with the proposed program (See Appendix C). Seventeen institutions in nine provinces offer a variety of courses, certificates, and advanced degree programs related to instructional design for online or blended learning. Programs length range from 3 to 10 weeks long certificate courses; and 1 to 2 years masters program with a completion period of up to 6 years. Tuition fees range from \$249 to \$695 per course with 6 courses required to complete the certificate; and from \$3030 to \$15,288 for masters programs. Undergraduate degrees are charged at \$3915 while PhD programs can reach the \$44,926 mark. Only the *Certificate in Interdisciplinary Studies: Emerging Technologies for Learning* offered by Continuing Education is offered in Manitoba. Further analysis will focus on certificate programs only as this is the context of the proposed B-HOLD certificate.

Our observation of these data indicates that:

1. **Uniqueness of the proposed certificate:** Although a variety of different training opportunities are in place (certificates-doctoral degrees) throughout Canada, there are

no comparable offerings in Manitoba. Only two of the programs currently in Canada to a minor degree address blended/hybrid learning in their course program (Royal Roads).

2. **Delivery options are unidirectional:** Most programs are offered in either face to face or fully online formats.
3. **Combining Price point and Delivery method:** The combination of price points and delivery format is a strategic tactic that could enhance access to the course (Memorial University at \$695 for three face to face courses; Mount Royal at \$249 for 6 fully online courses).
4. **Course Durations:** Most certificate courses have duration of 60 to 90 hours. The proposed B-HOLD course meets the 180 hours minimum certificate (108 core, 72 electives) requirements in the EE taxonomy.

## 5.0 Needs Analysis

The needs analysis was conducted from four interdependent perspectives (see Appendix B for a full list of individuals consulted, panels attended and documents reviewed).

- Prospective students and Potential Instructors – using the results of a Summer Session survey of instructors and a survey of immediate past students of the Introduction to Emerging Technologies and Instructional Design courses, the interests of potential students from industry and postsecondary was gauged.
- Employers - through telephone and face to face interviews with prospective employer partners and industry certification bodies to ascertain market demand and employer needs.
- Practitioners in the field of instructional design – using a focus group conducted at MADLaT, the interest of experts in the field was elicited.

### 5.1 *Prospective Students and potential Instructors*

In a survey<sup>4</sup> distributed to 60 students who have completed two sections of Instructional Design and one section of Emerging Technologies for Learning in the past year, 19 responses were received; with a response rate of 32 percent. The following findings emerged:

- Demographics
  - 47 percent worked in commercial/Industrial training, 21 percent came from post secondary institutions, and 5 percent were from K-12. 26 percent came from other types of institutions.
  - Over 66 percent have a bachelor's degree of any discipline; 22 percent have a degree in Education; and, 61 percent have a CACE certificate.
- 68 percent were interested in learning more about course design in blended learning; 11 percent were not interested.

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<sup>4</sup> Survey was distributed in April 2013

- Over 84 percent felt training in course design for blended learning is applicable to their work context.
- Worries and concerns that could impede respondents from taking a course or certificate in blended learning include:
  - Cost
  - Functionality of the online portion – including technology failures
  - Blended learning is a relatively new area; an entire certificate may not be required (“without sharing a number of courses with CIS/CACE”).
  - Time commitments – “I work full time so fitting in a blended course would be difficult”.
  - Relevance of the tools discussed to current learning trends
  - Scheduling of online components – It is “very frustrating when participation in mandatory...distance [course] used to allow me to work around these complications.”
- 78 percent would be interested in transferring into a blended and online learning certificate program if one was available today.
- 74 percent would recommend the program to a colleague.
- 58 percent would pay from \$2000 to \$3000, 31 percent would pay 3000 to \$4000 and 11 percent would pay from \$4000 to \$5000 for a certificate in blended and online learning.

## 5.2 *Feedbacks from Interviews*

Telephone and face to face interviews were conducted with prospective employers, partners and industry certification bodies to ascertain market demand and employer needs. The following themes emerged from the data collected:

- **Flexibility:** Programs should be structured in a way that it can be flexibly adapted specifically to meet the needs of specific industries. The lessons learned from developing this program should be leveraged to create modules that can be applied in another context. (“Employees come to us saying – help us understand how we might take our [existing] training program and turn it into a blended format. How could you help our trainers develop the skills that they would need to assess and plan the learning events now where their continuum is F2F, blended, and online,... to bring their trainers to a different level of expertise”<sup>5</sup>).
- **Accreditation:** The need for professional recognition/designation of instructional designers generally, and the role that a certificate would play in accreditation of ID skills (“CAID wants to work with employers to have them look for competencies. CAID [would]

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<sup>5</sup> Lori Wallace, Personal conversation, April 10, 2013

recognize these competencies and give accreditation... CAID [is] working to make a list of programs that would be available and recognized”<sup>6</sup>).

- **Quality of Credential:** An offering from a Canadian institution of repute such as the U of M would be extremely valuable as assurance of quality, and in opposition to offerings available from the US (“there is an advantage to ID names degrees/certificates, these are found generally in the US, and it is difficult to determine what they have done and what these degrees mean as the names are not universal. US certificates are generally not as extensive as you might find elsewhere”<sup>7</sup>)
- **Limitation of expertise:** Partner institutions identified the need to increase blended learning offerings as a major goal for their institutions; however, the limitation of knowledgeable personnel to make this possible was also highlighted (“It would be good for instructors to have ID skills to compliment what they were doing”<sup>8</sup>)
- **Willingness to collaborate:** Institutions contacted were interested and would eagerly participate in the development of course offerings if consulted<sup>9</sup>
- **Willingness to participate:** Institutions recognized the importance of such a certificate and would be willing to support potential students financially as part of ongoing professional development (“As it is appropriate, of course I would...because we are one of the units that does the most of this, there would interest in developing our staff further in this area...support won’t so much come from me...this is one vehicle for staff development”.<sup>10</sup> “Yes”<sup>11</sup> )

Interviews were conducted with:

- Carolle Roy, Staff of the University St. Boniface and the president of the Canadian Association of Instructional Designers President
- Jack Moes, VP Academic, Assiniboine Community College
- Judy Piling, Teaching and Learning Centre, Assiniboine Community College
- Linda, Manitoba Teachers Association
- Lori Wallace, Dean, Extended Education, University of Manitoba
- Ellen Brownstone, Vice-President, International & Institutional Relations
- Additional interviews are being awaited from other industry partners, educators, and government departments.
- A focus group event is specifically organized at MADLaT that will provide input into this document.

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<sup>6</sup> Carol Roy, Personal conversation, April 2013

<sup>7</sup> Carolle Roy, Personal conversation, April 2013

<sup>8</sup> Jack Moes, Linda Piling, Assiniboine Community College, April 2013

<sup>9</sup> Carol Roy, Personal conversation, April 2013

<sup>10</sup> Lori Wallace, Personal conversation, April 10, 2013

<sup>11</sup> Ellen Brownstone, Personal conversation, April 10, 2013



### **5.3     *Feedback from Council Meeting***

### **5.4     *Potential Supports and Barriers to Participation***

Following some of the discussions potential support and barriers to the program resulted in the following:

#### **8.1     *Supports***

- The CAID, Manitoba Teachers Association, and Assiniboine Community College are interested in continued dialogue with regard to recognizing the Post Baccalaureate Certificate in their professional development programs.
- As terms of the employment of Assiniboine Community College instructors must complete an Adult education Certificate program offered at Red River College, which results in the completion of a portfolio, this portfolio could be used as part of the entry requirements for non-traditional students.

#### **8.2     *Barriers***

- The Internet capabilities in the more remote parts of Manitoba are very limited, which may impact uptake in terms of potential students interest in blended learning design when use of the online component is challenging
- The current Higher Education model to the implementation of blended does not necessarily recognize the importance of online pedagogical approaches or the need for formal training in instructional design.
- From the perspective of provincially sponsored colleges instructional staff face a 5-6 hour teaching day, therefore time for planning of own lessons (in a blended or otherwise approach) is limited, as is the potential for release time of institutional support for prospective students.
- Professional Trainers and College Instructional staff often enter their role with professional training, rather than university accredited degrees and therefore would not meet the entry requirements for a Post Baccalaureate Certificate. This issue was raised in response to the letter of intent and an alternative pathway for entry is outlined.
- In the Manitoban K-12 context current professional development opportunities supported by the Teachers Association related to technology enhanced learning are limited to teacher productivity tools such as reporting. There may be little understanding of the potential for blended learning in this context both administratively or from the teachers themselves.

## 6.0 Program Evaluation Performance Indicators

The following table describes the means of verifying the objectives of the certificate.

Goal	Description	Indicator
<b>Accreditation of certificate</b>	Provide industry recognized accreditation on designing instruction for blended, online and hybrid courses.	<b>Partnership recognition with Canadian Association of Instructional designers</b>
<b>Recognition of skills related to online, blended and hybrid design</b>	Provide relevant and context based program in instructional design for blended, online and hybrid courses.	<b>Program review after 2 years of initial offering informed by student, instructor and market feedback.</b>

## 7.0 Summary/Recommendations

Findings that emerged from this review of literature, the market and needs indicate:

- There is a strong interest in blended learning opportunities from both potential students and instructors.
- Instructors are looking for more resources and training in order to prepare blended learning courses.
- A certificate in blended learning would be of interest to a wide market of potential instructors, from University/College Faculty members, to commercial training developers and K-12 educators.
- Flexibility in the development of the certificate is critical to potential students' entrance and completion of the certificate; as is the ability to tailor the course content to the relevant needs of the broad audience of potential students.

The viability of a B-Hold Certificate require delivery that is in compliance with the following:

- Course content could address broad areas of instructional design for online and face-to-face, but should specifically focus on designing for blended learning. This is a niche area where no current programming across the country specifically addresses.
- "Practice what you preach" – courses in the program should be delivered in the format that they claim to advance. This will achieve the purpose of reflective practice in which the program design and the courses offered within the program benefits from its own practice. Despite this, options for face to face or fully online should also be considered to

target learners that would like to explore a variety of delivery options based on their situation at a specific time.

- The combination of price point and delivery options could become a key factor in determining the maximum number of students that could be enrolled in the program. While these variables are unstable, an appropriate combination of price and delivery format would be determined after a few iterations of the program.
- The duration for the proposed program is sufficiently lengthy to provide credible credentials from a reputable university.
- Laddering opportunities are available towards either a masters or PBDE program from the Faculty of Education making it even more suitable to potential students.

## **8.0 Financial Plan**

See attached

## **Appendix 7: Project Budget and Financial Plan**

See attached

New Program Delivery  
Budget Proposal

Notes	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	Total	#	Total	#	Total	#	Total	#	Total
<b>Core</b> Introduction to Emerging Technologies (36 Hours) Theories of Blended, Hybrid and Online Course Design (36 Hours) Just In Time Educational Peroject Management (36 Hours) Implementation Analysis: Introduction to Practitioner Research (36 Hours) Capstone Course (72 Hours)	15	7485	20	9980	20	9980	22	10978	25	12475
	15	7485	20	9980	20	9980	22	10978	25	12475
	15	7485	20	9980	20	9980	22	10978	25	12475
	15	7485	20	9980	20	9980	22	10978	25	12475
	15	18750	20	25000	20	25000	22	27500	25	31250
	15	7485	20	9980	20	9980	22	10978	25	12475
<b>Electives</b> Elective Course or Special Topics Course (36 Hours)	15	7485	20	9980	20	9980	22	10978	25	12475
<b>Total Revenue</b>		<b>56,175</b>		<b>74,900</b>		<b>74,900</b>		<b>82,390</b>		<b>93,625</b>
<b>Direct cost of instructional delivery</b>										
5 x Instructor Stipend starting at \$2500/course in Y1 with increments of \$100 to a cap of \$3000 + Capstone instructor x 2 for Y1 and Y2 OR 3 for Y3 to Y5 x \$4000 per capstone instructor	5	20,500 3,485	5	21,000 3,570	5	25,500 4,335	5	26,000 4,420	5	26,500 4,505
Benefits and Pay Levy (@17%) Course Delivery Travel Local Travel/Parking Textbooks Courier/Postage		50 -						50		
Instructional design support Other Expenses Other Expenses Other Expenses Other Expenses		24,035 1,685		25,570 8,988		31,835 5,992		34,470 5,767		35,005 11,235
<b>Marketing</b>		<b>25,720</b>		<b>34,558</b>		<b>37,827</b>		<b>40,237</b>		<b>46,240</b>
<b>Total direct costs</b>		<b>30,455</b>		<b>40,342</b>		<b>37,073</b>		<b>42,153</b>		<b>47,385</b>
<b>Operating margin</b>		5,000		5,000		2,400		-		-
<b>Development cost recovery</b>										
CE general and administrative expenses		16,853		22,470		22,470		24,717		28,088
<b>Division Overhead</b>		6,430		8,640		9,457		10,059		11,560
<b>Net to Division for overhead</b>		<b>2,172</b>		<b>4,233</b>		<b>2,746</b>		<b>7,376</b>		<b>7,738</b>

## **Appendix 8: List of Participants and Consultants**

- Carolle Roy, Staff of the University St. Boniface and the president of the Canadian Association of Instructional Designers President
- Jack Moes, VP Academic, Assiniboine Community College
- Judy Piling, Teaching and Learning Centre, Assiniboine Community College
- Linda Thorlakson, Professional Issues and FLS, Manitoba Teachers Society
- Lori Wallace, Dean, Extended Education, University of Manitoba
- Ellen Brownstone, Vice-President, International & Institutional Relations
- Anna Schmidt, Organizational Staff Development, Manitoba Government
- Nicole Hamilton, Winnipeg Technical College
- Grace Leduc, Winnipeg Technical College
- Over 20 focus group participants at MADLaT in May 2013

## **Certificate Proposal Submitted to Senate for Concurrence Without Debate**

**Proposed Certificate Name:** Post Baccalaureate Certificate in Applied Leadership (PBCAL)

**Proposal Submitted by:** Extended Education Council

### **Purpose of Certificate Program:**

The PBCAL program is designed for individuals who have undergraduate degrees, are in positions of responsibility or are preparing for a leadership role within their organizations. Learning will focus on *how* to lead *well* (practice) in three critical areas: leading self, leading others, and leading organizations. Through a blend of online courses and on-campus residency experiences, students will build a community of learners who want to nurture their own leadership character and competencies, and inspire sustainable organizational growth, resilience and reputation.

### **Certificate Program Objectives:**

1. Personal Leadership
  - \* to nurture an “inside-out” approach to leadership through the development of “personal mastery”
  - \* to enable learners to construct and sustain respectful relationships and optimize mutual trust
2. Team Leadership
  - \* to foster and facilitate collaboration and team productivity
  - \* to facilitate team learning
3. Learning
  - \* to build a community of inquiring leaders by promoting the learning skills of “action inquiry”
  - \* to promote strategic organizational inquiry for the purpose of organizational breakthrough and transformation
4. Change
  - \* to be positive change agents in their own lives, relationships and organizations.
  - \* to understand transformational versus transactional change
  - \* to understand organizational culture change
5. Systems Thinking
  - \* to instill a systems thinking approach to leading in the midst of organizational complexity

### **Program Overview:**

The Post Baccalaureate Certificate in Applied Leadership (PBCAL) is a 15-month program designed for those in the public, private, and not-for-profit sectors. Leadership learning (theory) in this program is focused on leading well (practice) in three critical dimensions: leading self, leading others, leading organizations. The proposed program will consist of a blend of three online learning courses, two 1-week and one 2 ½ day on-campus residency experiences. The program will be designed specifically for individuals who have previously completed an undergraduate degree and who are in positions of authority, or those preparing for leadership roles or for those who are simply committed to leading self and others well. It will be of special interest to those who want to nurture their own leadership character and competencies, inspire sustainable organizational growth, enhance organizational resilience and reputation, and fully embrace their desire to serve by being the best for their worlds.



The Program will consist of the following required courses and residency components.

- Personal Leadership and Learning for Leaders in the 21st Century (online)
- Residential Component #1
- The Art and Practice of Team Leadership (online)
- Leading Transformational Change (online)
- Capstone Course/Project
  - Residential Components 1 & 2

**Number of contact hours:** 198 contact hours

**Number of core courses:** 4 plus 3 residency components

**Expected time for program completion:** 15 months

**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. Jacqueline Cameron, Manager Organizational Development & Learning, Assiniboine Credit Union  
Ms. Anna Schmidt, Director, Organization and Staff Development, Manitoba Civil Service Commission  
Ms. Claudette Toupin, Prairie Director, Canada School of Public Service  
Ms. Sandra Ericastilla, Grant Accountant, University of Manitoba, Budgets and Grants  
Ms. Winona Embuldeniya (and 3 staff), Regional Director, Aboriginal Affairs & Northern Development Canada  
Ms. Ophelia Morris, Waste Prevention/Recycling Coordinator, University of Manitoba Physical Plant  
Mr. Dave Leschasin, Chief Human Resource Officer, St. Boniface Hospital  
Ms. Cathy Rippin-Sisler, Regional Director, Clinical Education and Continuing Professional Development, Winnipeg Regional Health Authority  
Ms. Natalie MacLeod Schroeder Manager, Clinical Education Initiatives, Winnipeg Regional Health Authority  
Ms. Jennifer Speirs, Manager, Organization and Staff Development, Winnipeg Regional Health Authority  
Ms. Laurie Walus, Chief Nursing Officer, Concordia Hospital  
Ms. Lianne Lagasse, Manager, Employee Learning & Development, Manitoba Hydro  
Dr. Ellen Brownstone, Vice-President, International & Institutional Relations at Winnipeg Technical College (WTC)

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

**Date of Extended Education Council approval:** December 17, 2013

# **Formal Proposal**

## **Post Baccalaureate Certificate in Applied Leadership (PBCAL)**

### **1. Introduction**

#### **1.1 Program Title**

The program is titled: *Post Baccalaureate Certificate in Applied Leadership (PBCAL)*

#### **1.2 Program Developer and Area**

Program Developer: Diane Kristjansson, Program Director, Continuing Education (204-474-6823; [Diane.Kristjansson@ad.umanitoba.ca](mailto:Diane.Kristjansson@ad.umanitoba.ca) )

Program Area: The Continuing Education area of Extended Education, under the leadership of the Continuing Education Area Director, will manage the program.

#### **1.3 Credential type**

Post Baccalaureate Certificate: A stand alone, structured program of studies consisting primarily of non-degree credit courses equivalent to a minimum of 180 instructional contact hours and a maximum of 400 instructional contact hours.

#### **1.4 Is this program new or revised?**

The Post Baccalaureate Certificate in Applied Leadership is a new program.

#### **1.5 Description of the program as it will appear in the Continuing Education Program Guide and on the Continuing Education website**

This 15-month cohort-based certificate is for supervisors, mid-level managers, and project and team leaders who have an undergraduate degree, a strong commitment to leading self and others well, and/or a desire to prepare for a leadership role within their organization. Learning will focus on *how* to lead *well* (practice) in three critical areas: leading self, leading others, and leading organizations. The program consists of a blend of three online courses, two 1-week and one 2 ½ day on-campus residency experiences designed to facilitate and integrate learning while building a community of learners who want to develop their own leadership character and competencies, and inspire sustainable organizational growth, resilience and reputation.

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

Not applicable

**1.7 Is the program intended to be ongoing or one that will be offered for a limited period of time? Explain.**

The PBCAL is intended to be ongoing. During the initial intake, the program design, instructional quality, and learner experience will be closely monitored, adjusted as necessary, and evaluated thoroughly upon completion. It is our intention to offer a new intake of the program annually, at minimum, however, with sufficient market demand, two or three program intakes could be delivered in an academic year. Also being considered is the possibility of delivering specialized program intakes. For instance, in addition to an open enrolment program, intakes could specialize in areas such as health, education, and aboriginal leadership.

**2. Needs Assessment**

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

**2.1.1 Target Audience**

The PBCAL will be designed for individuals who have undergraduate degrees, are in positions of responsibility or are preparing for a leadership role within their organizations. While the program will be open to any individual who meets the admission requirements, the primary target group will be currently employed individuals who are between 30 and 45 years of age, who have been working for eight to 20 years, and most likely to hold positions of responsibility (supervisor/manager) within their organizations.

During the first three years of the program, the PBCAL marketing campaign will target the following markets for potential students

- Current Continuing Education graduates
- Current list of prospects who have expressed interest in the PBCAL
- UM support staff
- HR professionals (accessed through the Human Resource Management Association of Manitoba (HRMAM))
- Current CE business partnerships
- Winnipeg professionals
- UM Alumni (Arts and Science in Winnipeg)
- UM Alumni living in Winnipeg and targeted cities

(See Appendix 6 for Marketing Plan)

### 2.1.2 The audiences' educational needs

**Literature Review:** At a preliminary level, research from the literature, including Conference Boards in Canada and the United States, report that leadership is the number one competency that business and organizations seek to develop in their people, that leadership is in short supply, and that leaders need to be developed throughout the organization or business and not just at senior levels (Conference Board of Canada, 1997; Conger & Benjamin, 1999; Hackett 1997; Kouzes and Posner, 1995; McIntyre, 1997). Dr. Richard Greenwall, Dean of Graduate studies, Drew University, went so far as to state that “today’s students need leadership training like never before.”<sup>1</sup>

**Recent Research:** The need for leadership and leadership learning were cemented in Dimensions Direct International Inc., (DDI)<sup>2</sup> sixth biennial *Leadership Forecast in 2011*. It is worthy to note that 1,897 HR professionals and 12,423 leaders from 47 countries responded to their survey. In this survey a leader was loosely defined “as someone who manages the performance or responsibilities of individuals in an organization” (p. 6). This loose definition uses leadership and management interchangeably. It is revealing to note that nearly all participants in this survey agreed on the following, (a) the only thing constant is change, (b) leadership makes a difference, (c) the quality of leadership is low, (d) leaders across organizations and across the world are being called to make decisions in an increasingly unpredictable business environment, (e) leadership quality does not only affect the bottom line; it also affects employee retention and engagement.

Leslie (2009) also underscored the need for leadership learning in her survey of 2,200 leaders from 15 organizations in three countries (India, 20%; Singapore 43%; USA 37%). Her study revealed that crucial leadership skills in today’s organizations are, in fact, insufficient for meeting current and future needs.

Additionally, driving the development of a certificate program in applied leadership are three current workplace trends:

1. Employees who are proficient in their respective specializations are more often than not promoted to positions of authority, leadership, and decision-making in their organizations. Many do not have any formal learning in the discipline of leadership.
2. Noting the similarity of Manitoba government demographic data to the Manitoba population, in general,<sup>3</sup> 47.2% of Manitoba’s senior managers/leaders will be eligible to retire within five years and 66.7% within 10 years. This demographic data points to a growing and pressing need for educational programs designed to prepare larger

<sup>1</sup> Greenwall, R. (2010). “Today’s Students Need Leadership Training Like Never Before” retrieved February 1, 2013, from <http://chronicle.com/article/Todays-Students-Need/125604/>

<sup>2</sup> Boatman, J. & Wellins, R. (2011). *Time for a Leadership Revolution: Global Learning Forecast 2011*.

<sup>3</sup> The Manitoba Civil Service Commission 2012 annual report, pages 7-8, provides publicly available information on retirement demographics.

<http://www.manitoba.ca/csc/publications/annrpt/index.html>

numbers of employees to fill the leadership gaps left by those who retire or are promoted.

3. In recognition of the need for leadership development and a lack of specialized and flexible leadership educational programs, a significant number of organizations have, or are in the process of creating their own in-house leadership development programs consisting of a series of workshops or condensed one and two week programs. Others are choosing to support new and emerging leaders who have no alternative but to attend out-of-province, leadership programs, for example the Royal Roads University Masters in Leadership and the Graduate Certificate in Values-Based Learning. Nowhere in Manitoba, Saskatchewan or northwest Ontario does there appear to be a leadership educational program comparable to the proposed PBCAL.

### **2.1.3 Market Demand**

In addition to the literature, recent research and noted current trends, three focus groups were held, together with one-on-one telephone interviews with members of the Extended Education Council to determine market demand for a Post Baccalaureate Certificate in Applied Leadership. In every instance, leadership development was identified as a priority within their organizations. The reasons given included the current practice of promoting successful individuals with specialized technical skills, but little or no formal leadership education, into leadership roles. Succession planning was also acknowledged as a key driver supporting leadership development, particularly in view of an anticipated wave of senior managers/leaders retiring from the workplace.

All respondents acknowledged that some form of leadership training existed within their organizations although none as in-depth and/or as focused on leadership, as opposed to management, than the PBCAL. A brief review of local leadership development programs confirmed that most consist of a series of one or two-day seminars or one or two week condensed courses. All respondents expressed a need for a program like PBCAL, however, there were no clear answers when asked how likely it was they would participate, personally, or support employees (financially or with time off) who wished to participate. They added that it is unlikely that any one organization would support, financially or otherwise, all of their supervisors, managers, team and project leads through an in-depth program like the PBCAL, however, it was possible that those employees with the greatest leadership potential would be supported by their organization to complete the program depending on the organizations' financial stability, and current and forecasted economic conditions at the time a request for support was made.

### **Programs offered at other Canadian universities/colleges that could meet the educational needs of our potential students.**

A search of university and college leadership development certificate programs across Canada and in the states of Minnesota, North Dakota and Wisconsin identified a number of leadership certificate programs. Following a review of those programs, the University of Guelph Certificate in Leadership was identified as being of interest, but only the Royal Roads Graduate Certificate in Values-Based Learning was identified as being similar in content and

mode of delivery to the proposed Post Baccalaureate Certificate in Applied Leadership. Further information on both programs follows:

**The University of Guelph Certificate in Leadership**

**Tuition: by course (approximately \$750/course)**

The University of Guelph Certificate in Leadership is a five-course undergraduate program with a 120-hour leadership practicum for degree students and working professionals made up of semester-long, face-to-face and distance education courses. The PBCAL program model differs from the Guelph program in that it combines online courses with condensed residential components delivered over 5 days rather than full semester face-to-face courses, combined with online learning, making it possible for working professionals across Canada (and beyond) to participate with little disruption to their lives.

**Royal Roads Graduate Certificate in Values-Based Leadership**

**Tuition: \$8,780.00**

The Royal Roads Graduate Certificate in Values-Based Leadership consists of 108 course hours and may be completed in six months making it a less comprehensive program than the 198 course hour PBCAL. Applicants require a four-year undergraduate degree and a minimum of 5 years in leadership consulting, coaching and/or teaching. The program includes a flexible admission policy for those who have two years of undergraduate education and/or post-secondary professional certification and/or certificate or diploma education and a minimum of 7 years of leadership experience. Graduates of the Royal Roads certificate may be eligible for credit toward electives in other Masters level programs at Royal Roads University.

Considering the growing interest in and need for leadership development programs, the minimal number of advanced level certificate programs currently available suggests that the PBCAL will be entering the market at an opportune time and likely will be well positioned to serve the needs of learners in the prairie provinces, north-west Ontario and possibly beyond. A noted unknown factor at this stage in the plan to introduce a PBCAL is whether or not in an economy that sees budgets decreased and/or cut, taxes increased, and vacated employee positions eliminated, organizations and/or their employees will be able or willing to invest in a leadership development program with a tuition fee of \$7,950 per student.

**2.1.4 Potential supports for and barriers to participation**

**Supports:**

1. The blended format of the program is a strength in that it provides flexibility for adult learners, generally, and greater accessibility to an in-depth leadership program for those living in rural and remote areas.
2. The program's focus on teaching skills that can be applied immediately in the workplace supports the need of today's employers and employees for professional development that aligns with the organizations' vision, mission and goals. The

program's capstone project is viewed as an essential component to achieving this outcome.

3. The program's residential components are viewed as important in developing a community of learners, valuable connections, potential collaborations and practical skill application.
4. Support exists among employers for an in-depth leadership program at the post baccalaureate level.

**Barriers:**

1. During a period of economic restraint and downsizing, the \$7,950 program registration fee could prove to be a deterrent to employers and employees most interested in participating in the PBCAL.
2. The length of time required away from the workplace to attend 3 residential components (12.5 days over span of program) could be viewed as a potential barrier to participation by some employers, although the majority of individuals interviewed believed this barrier could be overcome with adequate notice and preparation.

**3. Design and Delivery**

**3.1 Provide detailed program objectives and student learning objectives**

PBCAL program goals and program learning outcomes are collected and connected with five overarching and interconnected program themes: personal leadership, team leadership, learning, change, and systems thinking.

Please see Appendix 1

**3.2 Describe the program structure, including:**

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

Please see Appendix 2

**3.4 Required and elective courses/modules**

Please see Appendix 3

### **3.5 Course progression**

Course #1: online

Personal Leadership and Learning for Leaders in the 21<sup>st</sup> century  
36 contact hours

Residential Component #1: face to face

36 contact hours

Course #2: online

The Art and Practice of Team Leadership  
36 contact hours

Course #3: online

Leading Transformational Change  
36 contact hours

Course #4: Capstone Project – Applied Leadership Challenge – Integrated Final Paper

Residential Component #2: face to face (36 contact hours)

Residential Component #3: face to face (18 contact hours)

### **3.6 Minimum and maximum times for completing the program**

This cohort program will take 15 months to complete. Students who are unable to complete the program during this period because of unforeseen circumstances will have a maximum of three years from their start date to complete missing components.

**3.7 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.**

**3.8 Identify the teaching methods and delivery format.**

**3.9 Explain the methods used and why they have been selected.**

The program is 198 contact hours divided into three components and delivered through a blended learning approach consisting of the following:

- 108 contact hours of asynchronous online learning
- 36 contact hours consisting of a 1-week on-campus residential component
- 54 contact hours of an applied leadership challenge capstone project consisting of a 1-week on-campus residential component and an 18-contact-hour residential component.

A cohort-based, blended-learning format will define the delivery of PBCAL. These modes will include online learning, face-to-face interactions and learning, and coaching. These modes of delivery will be deliberately focused on building a community of inquiry that is “shaped by purposeful, open, and disciplined critical discourse and reflection” (Garrison & Vaughan, 2008, p. 14). Participants in this community will be expected to be self-directed



and focused on the task at hand. Additionally, the methods to be used, adopt specific approaches designed to facilitate integration and application of learning as follows:

- *Purposeful*: Learners will be offered a systematic process to raise relevant questions re leadership and focus on the program's intended goals and learning outcomes. Rather than memorizing solutions, participants will be involved in both a reflective and collaborative experience.
- *Open*: Learners will have the freedom to explore ideas, question, challenge, and construct meaning. At the same time, learners will be offered a 'safe place' to reveal their private thoughts on leadership and suspend their assumptions for critique and dialogue.
- *Disciplined*: Program instructors will construct a "community of inquiry" committed to being scholar-practitioners. This demands the discipline to take a scholarly interest in their respective practices as they relate to leadership, interact respectfully with other members in their cohort, listen, and engage in higher-order learning and thinking. To this end, learners will be engaged in not only thinking about leadership but thinking about their thinking about leadership.
- *Coaching*: Learners will be offered a coach for a limited number of hours with the intent of enabling learner success in their capstone-project. Coaches will offer a safe place where learners can seek confidential advice.

The three asynchronous online learning courses are distinct and deeply interconnected. The collective "end in mind" for all three courses is built on the premise that the effective application of leadership requires complementary and concurrent attention to leading self, leading others, and leading organizations. This integrated curricula and model stimulates that reality and creates learning processes that could be replicable in the workplace.

### **3.10 Will flexible study be used in this design? Explain.**

The blended structure of this program is intended to meet new and emerging needs of leaders/learners that are called to lead within our 21<sup>st</sup> century context (EE Strategic Priority 1). It enhances the University of Manitoba's existing Continuing Education management certificate programs with a particular focus on applied leadership. The blended-learning model and method of delivery aligns well with Extended Education's Mission of enabling flexible educational and delivery approaches to students in our province and potentially to students nationally and beyond. PBCAL promises not only to communicate knowledge but also to enable students to bring about transformative change in their lives and in their organizations.

**3.11 Describe admission requirements, including:  
3.12 & 3.13 Selection criteria & process**

**Admission Requirements:**

**Selection criteria include:**

- An undergraduate degree; and
- 3 – 5 years of work experience in a position of responsibility, such as supervisor, manager, leader, project or team leader

**Application Requirements:**

- Online application form
- Application fee
- Official post-secondary transcript(s)
- Letter of support from employer or letter of reference from former employer or community-based reference

**Selection Process**

Applications will be assessed in the order they are received. Applicants who successfully meet the program application requirements will be offered a space in the program, when approved.

A schedule for payment of tuition fees will be established in conjunction with Extended Education's Student and Instructor Services coordinator.

**3.4 Authority to approve admission decisions**

Admissions decisions will be the responsibility of the Continuing Education Area.

**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.**

Not applicable

## **5. Resources**

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

All PBCAL program instructors will have, at minimum, a Masters degree, expertise in their content area, experience teaching adult learners at a post-secondary level, and experience teaching in an online learning environment. Three instructors have been identified for the pilot program who meet and exceed the minimum required qualifications.

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

Continuing Education instructors will receive an orientation to the PBCAL and to the D2L learning environment and any online tools to be used in their courses. D2L and other courses, workshops and seminars will also be available to instructors through the University of Manitoba, Centre for the Advancement of Teaching and Learning CATL. Ongoing D2L support will be available to instructors through CE, as required.

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

The University of Manitoba does have adequate library resources to support this program, including the Dafoe Library. A letter from the Dafoe Library confirms its ability to support the PBCAL program.

Please see Appendix 4 for Letter of Support.

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

Instructors and students will require access to the University of Manitoba learning management system Desire2Learn (D2L) and support network. The need for additional online resources, such as Adobe Connect, may be required and will be determined as courses are fully developed.

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

The PBCAL program does not require laboratory or field placement services.

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

The PBCAL program does not require any unique counseling and student advisory services that are not normally available within the University.

### **5.7 Describe any additional resources required for program delivery**

Each of the three residential components will require the following:

1. A classroom for 30 – 40 people
2. Two additional break-out rooms (depending on cohort size)
3. Accommodation and food services for duration of each residence

## **6.0 Advisory Program Committee**

### **6.1 Describe the membership and representation**

The PBCAL Advisory Committee will consist of the following representatives:

1. Continuing Education, PBCAL Program Director
2. Continuing Education, PBCAL Program Administrator
3. PBCAL Principal Program Design Specialist & Instructor
4. University of Manitoba faculty member (external to EE)
5. At least two external representatives representing government and business
6. At least one representative from the Aboriginal community
7. One program student/graduate

### **6.2 Identify the terms of reference**

Terms of reference for the PBCAL Advisory Committee will be developed. The resulting document will be compliant with senior University and Extended Education regulations, while addressing specific and/unique characteristics and needs of the PBCAL program.

## **7.0 Student Assessment**

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

### **GRADING SCALE**

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80 – 89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

**Online courses:**

While a letter grade of D (50-59) is considered a marginal pass in a course, participants must achieve a minimum letter grade of C (60-66) in each course in order to progress within the program. At the instructors' discretion, a student may complete an additional project/assignment to improve their grade, or choose to repeat the course during the next program intake.

**Residential Components:**

No letter grade will be assigned for completion of the Residential Components, however, student transcripts will show Pass/Fail for participation. A pass/fail rubric will be developed clearly outlining what is required during each residency to achieve a Pass.

**Course #4: Capstone Project**

The capstone paper will be graded using the letter grade system. A final grade will be comprised of evaluation of a final written paper and oral presentation of the project to their cohort, sponsors and other stakeholders.

**8.0 Course and Program Evaluation****8.1 Describe the method (SEEQ or other) and frequency of course and instructor evaluations to be used.**

The University's SEEQ will be used for all courses and residential components.

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

As a new initiative, it is important that the PBCAL be monitored closely during the pilot phase to identify challenges and successes. Upon (or close to) the completion of the pilot program, focus groups will be held with instructors and randomly selected students/graduates. Combined with feedback from the Program Advisory Committee, the program will be reviewed and revised if/as needed prior to initiating a second intake of students. The success of the Post Baccalaureate Certificate in Applied Leadership Program will be evaluated using the following performance indicators:

- Enrollment rate
  - Individual program cohorts register 15 – 20 new students
- Graduation rate
  - 95% of students graduate from the program
- Graduate satisfaction
  - Participants believe that the program had a positive impact on their ability to do their job
  - Participants believe their employability has improved
  - Some graduates have received promotion since completing the program
- Student satisfaction
  - 85% of participants are satisfied or strongly satisfied with the quality of their learning experience throughout the program

- Program sustainability
  - Applications to participate are maintained or increased for each offering
  - Program development costs are recovered by year three of the program
  - Program contributes to Area's net revenue

Upon completing the initial intake, the program will operate with the guidance of a program advisory committee and will be reviewed annually. A thorough program evaluation will be conducted at minimum every five years to ensure quality, ongoing market need and viability of the program.

## **9.0 Financial Plan**

### **9.1 Outline a three-year financial plan for the program using the Financial Services template.**

Please see Appendix 5

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

There are no proposed revenue sharing agreements.

## **10. Marketing**

### **10.1 Outline a three-year marketing plan for promoting the program. The plan must outline how to reach the intended audience.**

Please see Appendix 6

## Appendix 1

### Post Baccalaureate Certificate in Applied Leadership

#### *Program Description*

Post Baccalaureate Certificate in Applied Leadership (PBCAL) is an accredited 15-month program designed for those in the public, private, and not-for-profit sectors. Leadership learning (theory) in this program is focused on leading *well* (practice) in three critical dimensions: leading self, leading others, leading organizations. The proposed program will consist of a blend of three on-line learning courses, two 1-week and one 2½ day on-campus residency experiences. The program will be specifically designed for individuals who have previously completed an undergraduate degree and who are in positions of authority, or those preparing for leadership roles or for those who are simply committed to leading self and others well. It will be of special interest to those who want to nurture their own leadership character and competencies, inspire sustainable organizational growth, enhance organizational resilience and reputation, and fully embrace their desire to serve by being the best for their worlds.

#### *Program Goals and Learning Outcomes*

PBCAL Program Goals and Learning Outcomes are collected and connected with five overarching and interconnected program themes: personal leadership, team leadership, learning, change, and systems thinking

PROGRAM GOALS	PROGRAM LEARNING OUTCOMES
<b>1. Personal Leadership</b> To approach one's life, work and leadership from a creative and adaptive rather than a reactive point of view, build credibility, and mutual trust	
<b>1.1 Personal Mastery</b>  To nurture an "inside-out" approach of leadership through the development of "personal mastery"	Learners will be able to: 1. Gain personal credibility through self-understanding and self-awareness 2. Secure an internal compass to navigate the permanent white waters of today's environment 3. Lead self and others in the midst of change with personal resiliency, creativity, and consideration of diversity 4. Effectively integrate the realm of action with the realm of identity
<b>1.2 Mutual Trust and Respect</b>  To enable learners to construct and sustain respectful relationships and , optimize mutual trust	Learners will be able to 1. Model authenticity and openness 2. Build a culture of candor 3. Connect and align espoused-values with values in-use 4. Recognize one's own subjectivity as a leader and declare one's own value perspective in presenting ideas while remaining open and respectful to the views of others

PROGRAM GOALS	PROGRAM LEARNING OUTCOMES
<b>2. Team Leadership</b> To facilitate team development and enhance collaborative workplaces and organizational environments that foster learning.	
<b>2.1 Collaboration</b>  To foster and facilitate collaboration and team productivity	Learners will be able to: <ol style="list-style-type: none"> <li>1. Apply and adapt personal style to support effective team functioning</li> <li>2. Be aware of impact on others and to actively solicit feedback</li> <li>3. Apply one model of team leadership in service of improved of group functioning</li> <li>4. Develop awareness of various team roles and is able to flexibly assume roles within a team to improve group functioning</li> </ol>
<b>2.2 Team Learning</b>  To facilitate “team learning”	Learners will be able to: <ol style="list-style-type: none"> <li>1. Understand and apply relevant concepts of team development to promote team learning, creative reflection, and performance</li> <li>2. Identify team process tools which can be used to facilitate greater awareness of impact on self and other</li> <li>3. Identify appropriate frameworks for helping teams to observe and learn from group performance.</li> </ol>
<b>3. Learning</b> To build a community of evidence-based inquirers whereby learners embrace reflective practices.	
<b>Individual Inquiry</b>  3.1 To build a community of inquiring leaders by promoting the learning skills of “action inquiry”	Learners will be able to <ol style="list-style-type: none"> <li>1. Slow down their own thinking processes to become more aware of how they form their mental models and the ways their mental models influence actions</li> <li>2. Balance advocacy and inquiry</li> <li>3. Shift from ‘thinking about leadership’ to ‘thinking about their thinking about’ leadership theories and practices</li> <li>4. Contribute actively to creating organizational environments that support a learning community</li> </ol>
<b>Organizational Inquiry</b>  3.2 To promote strategic organizational inquiry for the purpose of organizational breakthrough and transformation	Learners will be able to <ol style="list-style-type: none"> <li>1. Shift from an ‘answer-led’ to a ‘question-led’ approach to leading organizational change</li> <li>2. Use coaching approaches to developing others</li> <li>3. Develop a teachable point of view on leadership</li> </ol>



<b>4. Change</b>  To enable learners to be the change they seek in their worlds through an integrated radical, inductive, and applied approach to the theories and practices of leadership	
4.1. To be positive change agents in their own lives, relationships and organizations. Understands transformational versus transactional change.	Learners will be able to: 1. Apply theories and models of change to enhance outcomes 2. Identify and manage both change and transition 3. Articulate and use change theory to lead change
4.2 Understand transformational versus transactional change.	Learners will be able to: 1. Be able to identify the difference between different types of change and select appropriate models and frameworks 2. Identify the leadership skills needed to navigated transformational change 3. Understand the life cycle of change initiative and profound change
4.3 Understanding organizational culture change	Learners will be able to: 1. Be able to define what constitutes organizational culture 2. Identify the key elements of culture and sub cultures within organizations 3. Explore methods to identify current culture
<b>5. Systems Thinking</b>  To instill a systems thinking approach and engage in systemic processes that reflect the complex interdependencies and interconnectedness within a ‘whole system’	
5.1 To instill a systems thinking approach to leading in the midst of organizational complexity.	Learners will be able to 1. Engage self and others through mutual inquiry and systems inquiry 2. Use systems concepts to interpret one’s own experience of the system dynamics in order to guide strategy and practice 3. Understands the concept of self-organizing systems as they apply to 21 <sup>st</sup> century organizations.

## Appendix 2

### Snap-shot Proposed Post-Baccalaureate Certificate in Applied Leadership

#### Leading Self

##### **PBCAL Course 1: Personal Leadership and Learning for Leaders in the 21st Century**

###### ***36 online contact hours***

- The 'Fundamental State' of 21st Century Leadership
- The Leaders' New Work

**Prerequisites:** None

#### **Residential Component #1:**

##### ***36 face-to-face contact hours***

**Note:** This residential component will follow Course 1 and will run from a Sunday evening (social event) to the following Friday at noon. The scheduling of this residential component over a full week serves the purpose of providing space and time to focus on transforming the cohort into a community, providing opportunities for direct interaction with other learners and faculty members, hands-on team experiences and team challenges, and working with others to promote learning.

**Prerequisite:** PBCAL Course #1: Personal Leadership and Learning for Leaders in the 21<sup>st</sup> Century

\*\*\*\*\*

#### Leading Others

##### **PBCAL Course 2: The Art and Practice of Team Leadership**

###### ***36 online contact hours***

- A systems thinking approach to team learning and leading
  - ✓ From Discussion to Dialogue
  - ✓ Learning in Relationships
  - ✓ Self-inquiry, Mutual Inquiry, Systems Inquiry
- Team Development

**Prerequisite:** None

\*\*\*\*\*

#### Leading Organizations

##### **Course 3: Leading Transformational Change**

###### ***36 online contact hours***

- Strategies for survival in a world of permanent change
- Building a culture of candor
- Leading through conflict

**Prerequisite:** None

\*\*\*\*\*

## **Course #4: Capstone Project**

### **(2 Residential Components)**

***54 contact hours (36 for residential component #2; 18 for residential component #3)***

#### ***Residential Component Two:***

36 face-to-face contact hours - 1 week

- Capstone Project: Preparation for Applied Leadership Challenge (ALC)
- Systems Thinking Approach to ALC
- Submission of Final Paper

**Prerequisite:** PBCAL Courses 1, 2, & 3 & RC #1

#### ***Residential Component Three:***

18 face-to-face contact hours at end of program  
(Friday – Sunday)

- Presentation of ALC to cohort,
- Sponsors and other stakeholders to attend and provide feedback
- Lessons Learned/Moving Ahead

**Prerequisite:** PBCAL Courses 1, 2, & 3 &  
Residential Components 1 & 2

## Appendix 3

### Post Baccalaureate Certificate in Applied Leadership

#### Required Courses and Residential Components

##### **PBCAL COURSE 1: PERSONAL LEADERSHIP AND LEARNING FOR LEADERS IN THE 21ST CENTURY**

36 contact hours (asynchronous on-line learning online)

*Proposed Texts:*

Kouzes, J. & Posner, B. (2003). *Credibility: How leaders gain and lose it, why people demand it*

Quinn, R (2004). *Building the bridge as you walk on it: A guide for leaders*

Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*

This course will focus on the personal qualities and abilities that are critical for the practice and modeling of effective leadership. As traditional hierarchical approaches to leadership are being replaced by leadership through influence, credibility is established through how values and purposes are consistently enacted and embodied in the workplace. At a cognitive level, it will offer learners an intentional shift away *from* deeply rooted individualistic and non-systemic views of leadership and their corresponding practices *to* building personal mastery where individuals are able to continually expand their capacities to create their own futures, and increase learning.

##### **PBCAL COURSE 1: COURSE GOALS AND LEARNING OUTCOMES**

###### **Competency:**

To approach one's life, work and leadership from a creative and adaptive rather than a reactive point of view, build credibility, and mutual trust

###### **Personal Mastery**

*Goal:* To nurture an "inside-out" approach of leadership through the development of "personal mastery"

*Learning Outcomes:*

1. Gain personal credibility through an authentic discovery of self
2. Secure an internal compass to navigate through change
3. Lead self in the midst of change with personal resiliency, creativity, and consideration of others
4. Effectively integrate the realm of action with the realm of identity

###### **Respect and Mutual Trust**

*Goal:* To enable learners to construct and sustain respectful relationships and optimize mutual trust

*Learning Outcomes:*

1. Model authenticity and openness
2. Connect and align espoused-values with values in-use
3. Recognize one's own subjectivity as a leader
4. Declare one's own value perspective in presenting ideas while remaining open and respectful to the views of others

## **Learning**

*Goal:* To build a community of inquiring leaders by promoting the learning skills of “action inquiry”

*Learning Outcomes:*

1. Slow down one’s own thinking processes to become more aware of one’s own mental models and the ways mental models influence actions
2. Balance advocacy and inquiry
3. Shift from ‘thinking about leadership’ to ‘thinking about their thinking about’ leadership theories and practices

## **Systems Thinking**

*Goal:* To promote a systems thinking approach to leading self and others

*Learning Outcomes*

1. Shift from an ‘answer-led’ to a ‘question-led’ approach to leading organizational change
2. Use coaching approaches to developing others
3. Develop a teachable point of view on leadership

## **PBCAL COURSE 2: THE ART AND PRACTICE OF TEAM LEADERSHIP**

36 contact hours (asynchronous on-line learning online)

*Proposed Texts:*

Lencioni, P. (2005). *The five dysfunctions of a team: A field guide for leaders, managers and facilitators*

Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*

Short, R. (1998). *Learning in relationships*

CAL 2 will focus on a systems thinking approach to team learning and team leadership. It will encourage a systemic perspective to ensure organic communication with the immediate organizational environment and knowledge of influences of the environment on the team. It also aims at fostering appreciation of shared leadership in team work and its relevance in the context of current organizational demands.

At a cognitive level, learners will engage in unearthing and understanding five critical principles that promote or stand in the way of effective teamwork and team leadership. At an applied level, learners will be offered the thinking and the tools to help them learn to express themselves authentically and with clarity so they can learn from each other. It will offer concrete ways to increase awareness, choices, and freedom with all the personal integrity, responsibility, and accountability those ideas imply. Specific tools will be offered for building enduring relationships and trust greater trust in groups and teams.

## **PBCAL COURSE 2: COURSE GOALS AND LEARNING OUTCOMES**

### **Competency**

To facilitate team development and enhance collaborative workplaces and organizational environments that foster learning.

## **Collaboration**

*Goal:* To foster and facilitate collaboration and team productivity

*Learning Outcomes:*

1. Apply and adapt personal style to support effective team functioning
2. Be aware of impact on others and to actively solicit feedback
3. Apply one model of team leadership in service of improved of group functioning
4. Develop awareness of various team roles and is able to flexibly assume roles within a team to improve group functioning

## **Team Learning**

*Goal:* To facilitate “team learning”

*Learning Outcomes*

1. Understand and apply relevant concepts of team development to promote team learning, creative reflection, and performance
2. Identify team process tools which can be used to facilitate greater awareness of impact on self and other
3. Identify appropriate frameworks for helping teams to observe and learn from group performance.

## **PBCAL COURSE 3: LEADING TRANSFORMATIONAL CHANGE**

36 contact hours (asynchronous on-line learning online)

*Proposed Texts:*

Bolman, L. & Deal, I. (2003). *Reframing organizations: Artistry, choice, and leadership*

Holman, P., Devane, T., & Cady, S. (2007). *The change handbook: A definitive resource on today's best methods for engaging whole systems*

Vaill, P. (1996). *Learning as a way of being: Strategies for survival in a world of permanent white water*

CAL 3 will explore organizations as open systems with a focus on the nature, dynamics, and challenges of leadership in the 21<sup>st</sup> century.

At a cognitive level, learners will understand what it means to view organizations as systems and to build high performance cultures that are founded on candor and trust. Learners will also be exposed to frameworks (e.g. Political, Structural, Symbolic and Human) for leading change in a turbulent and complex environment. At an applied level, learners will be offered systems thinking and change leadership tools to enable them to effectively transform differences into opportunities.

### **Competency:**

To enable learners to be the change they seek in their worlds through an integrated radical, inductive, and applied approach to the theories and practices of leadership

### **Positive Change Agents**

*Goal:* To be positive change agents in their own lives, relationships and organizations.

*Learning outcomes:*

1. Apply theories and models of change to enhance outcomes
2. Identify and manage both change and transition
3. Articulate and use change theory to lead change

## **Transformational Change**

*Goal:* Understand transformational versus transactional change.

*Learning Outcomes:*

4. Be able to identify the difference between different types of change and select appropriate models and frameworks
5. Identify the leadership skills needed to navigated transformational change
6. Understand the life cycle of change initiative and profound change

## **Culture Change**

*Goal:* Understanding organizational culture change

*Learning Outcomes:*

4. Be able to define what constitutes organizational culture
5. Identify the key elements of culture and sub cultures within organizations
6. Explore methods to identify current culture

## **Systems Thinking**

*Goal:* To instill a systems thinking approach to leading self well in the midst of organizational complexity.

*Learning Outcomes:*

1. Engage self and others through mutual inquiry and systems inquiry
2. Use systems concepts to interpret one's own experience of the system dynamics in order to guide strategy and practice
3. Understand the concept of self-organizing systems as they apply to 21<sup>st</sup> century organizations.

## PBCAL COURSE 4: CAPSTONE PROJECT – APPLIED LEADERSHIP CHALLENGE

54 course hours – Two residential components: 36 hours and 18 hours

CAL 4 will constitute an integral and partial fulfillment of PBCAL. It will be an applied real-world illustration of a leadership challenge within their respective organizations. Drawing from research, literature, and experience, this illustration will take the form of a 25-30 page evidence-based “Integrated Final Paper.” It will be written in a way that systematically integrates learning from CAL 1 (personal leadership), CAL 2 (team leadership), and CAL 3 (organizational leadership).

Working closely with an organizational sponsor, and an assigned coach, the Applied Leadership Challenge (ALC) can be viewed as learners dealing practically with a microcosm of organizational dynamics and typical issues in organizational life. ALC will offer students with opportunities to practically explore

- (i) Their individual roles and capacities to influence their challenges
- (ii) Prospects for influencing their respective teams and/or work environments
- (iii) The use of organizational theory and concepts for enhancing organizational leadership and change

CAPSTONE PROJECT GOALS	CAPSTONE PROJECT LEARNING OUTCOMES
<i>Learning</i>  To demonstrate integrity and competence in inquiry, reflection, and engagement	Learners will be able to:  1. Present a coherent and concise argument that balances advocacy and inquiry 2. Ground arguments in the literature 3. Engage stakeholders in ways that demonstrate mutual trust
<i>Systems Thinking</i>  To demonstrate a systems thinking approach in the writing of the capstone project	Learners will be able to:  1. Collect information and data through mutual inquiry and systems inquiry 2. Demonstrate competence in “action inquiry” 3. Use systems concepts to interpret and analyze research results 4. Recommend specific changes to bring about transformational change



## **FACE-TO-FACE ON-CAMPUS RESIDENCIES**

PBCAL will be book-ended with two 1-week and one 2 ½ -day face-to-face on-campus residencies. These residencies are intended to offer opportunities

- a) For direct interaction with other learners and faculty members
- b) To transform the cohort into a community
- c) For hands-on team experiences and team challenges
- d) To work with others to promote learning

Residencies will be organized and delivered from an experiential perspective. It is not intended to be didactic and lecture-based. If leadership is indeed “a process whereby an individual influences others to achieve a common goal” (Northouse, 2013, p. 5), then these residencies will be purposefully organized and aimed at achieving that end.

*Residency 1 – One Week*

RESIDENCY GOALS	RESIDENCY LEARNING OUTCOMES
<p><i>Personal Leadership</i></p> <p>To Model an Inside-Out Leadership Approach</p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Lead self and others with personal resiliency, creativity, and consideration of diversity</li> <li>2. Model authenticity and openness</li> <li>3. Embody espoused-values and values-in-use</li> <li>4. Respectfully confront and be confronted with mental models informing one's language and behavior</li> </ol>
<p><i>Team Leadership</i></p> <p>To Model Collaboration and Team Productivity</p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply and adapt personal style to support effective team functioning</li> <li>2. Develop awareness of various team roles and is able to flexibly assume roles within a team to improve group functioning</li> <li>3. To develop a Team &amp; Cohort-Vision and Values for Class of 2014</li> </ol>
<p><i>Learning</i></p> <p>To Model Reflective Thinking and Acting</p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Balance advocacy and inquiry</li> <li>2. Use coaching techniques to develop others</li> <li>3. Engage with faculty members in thinking and brainstorming their final project</li> <li>4. Engage through seminars/workshops and conversations with topics related to <u>personal leadership and team leadership</u></li> </ol>
<p><i>Change</i></p> <p>To Be Positive Change Agents for Self and Others</p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Positively influence and be influenced by others to achieve common goals</li> </ol>
<p><i>Systems Thinking</i></p> <p>To Model a Systems-Thinking Approach to Leading Self and Others</p>	<p>Leaders will be able to:</p> <ol style="list-style-type: none"> <li>1. Engage self and others through mutual inquiry and systems inquiry</li> </ol>

*Residency 2 – One Week*

RESIDENCY GOALS	RESIDENCY LEARNING OUTCOMES
<p><i>Team Leadership</i></p> <p>To Engage as a Community of Inquiring Leaders through “Action Inquiry”</p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Transform relationships through the creative deployment of self, generating trust, and the construction &amp; communication of shared meaning</li> </ol>
<p><i>Learning</i></p> <p>To Practice Strategic Organizational Inquiry for the Purpose of Transformation</p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate their experience and journey against their cohort vision and values</li> <li>2. Engage through seminars/workshops and conversations with topics related to team &amp; organizational leadership</li> <li>3. Develop a thorough understanding of their capstone project</li> </ol>
<p><i>Systems Thinking</i></p> <p>To Model a Systems-Thinking Approach to Leading Self and Others</p>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Work with other team members in developing a systems thinking approach to their capstone project</li> <li>2. Use systems concepts to interpret one’s own experience of the system dynamics in order to guide practice</li> </ol>

*Residency 3 –2 ½ Days*

RESIDENCY GOALS	RESIDENCY LEARNING OUTCOMES
<i>Personal Leadership</i> To Demonstrate Personal Mastery of Applied Leadership Challenge	Learners will be able to: 1. Present capstone project to cohort, respective sponsors, coaches, faculty and students from Continuing Education and Extended Education
<i>Learning</i> To Model Being a Community of Reflective Leaders	Learners will be able to: 1. Share lessons learned in this program 2. Work together in building their 'next steps' 3. Engage with key-note speakers on topics of leadership
<i>Celebration</i> To Celebrate Achievements	Learners will be able to: 1. Celebrate the achievement of others 2. Transform their cohort into a community
<i>Service</i> Contribution to their Worlds	Learners will be able to: 1. Search for ways to be the best <i>for</i> their worlds

**Appendix 4**  
**Letter of Support from Elizabeth Dafoe Library**



UNIVERSITY  
OF MANITOBA

Libraries

## University of Manitoba Libraries

### Statement for New Programme

**Faculty**

Extended Education

**Department**

Continuing Education

**Course Name**

Post-Baccalaureate Certificate In Applied Leadership

#### Statement

The Libraries' collection can support this new programme, as it currently exists.

Checking the list of selected references indicates that the Libraries hold all of the resources. Additionally, there are numerous electronic journals that support this type of subject.

Lyle Ford  
Librarian

Coordinator, Collections Management

Nicole Michaud-Oystrk  
Head, Elizabeth Dafoe Library

University Librarian

29 November 2013

Date

**Appendix 5**  
**Post Baccalaureate Certificate in Applied Leadership**  
**Budget**

## New Program Development Budget Proposal

			Year 1	Year 2
<b>Revenue</b>				
External Contributions				-
(Funding from - government, faculties, organizations)				
<b>Total Revenue</b>			-	-
<b>Direct Expenses</b>				
Instructional Designer	3 courses		16,500	
Course Development	3 courses		16,750	
Residential Comp Develop.	2 @ 5 days		5,000	
Residential Comp Develop.	1 @ 2 1/2		1,000	
<b>Total Direct Expenses</b>			39,250	-
<b>Indirect Expenses</b>				
		<b>FTE</b>		<b>FTE</b>
Program Director	85,000	10%		5%
Program Administrator	68,000	5%		5%
Program Assistant	55,000	5%		5%
Admin Services	25%			-
<b>Total Indirect Expenses</b>			-	-
<b>Total Expenses</b>			39,250	-
<b>Net Development Cost</b>			<u>(39,250)</u>	<u>-</u>
<b>Total Development Cost for Year 1 and Year 2</b>				<b>(39,250)</b>

**Note:** All Indirect Expenses are built into Delivery Budget.



## New Program Delivery Budget Proposal

			Year 1		Year 2		Year 3		Year 4		Year 5
	Notes	#	Total		Total		Total		Total		Total
<b>Core</b>											
PBCAL Student Tuition	\$7950/pp	15	71,550	18	143,100	20	159,000	22	174,900	25	198,750
<b>Total Revenue</b>			<b>119,250</b>		<b>143,100</b>		<b>159,000</b>		<b>174,900</b>		<b>198,750</b>
<b>Direct cost of instructional delivery</b>											
Instructor salaries online		3	15,000	3	15,000	3	15,000	3	15,000	5	15,000
Instructor salaries 3 res components		1	11,000		11,000		11,000		11,000		11,000
Instructor salaries 2 res components		2	7,000		7,000		7,000		7,000		7,000
Coaches - Capstone Program		2	5,000		5,000		5,000		5,000		5,000
Course delivery travel - flights		4	3,000		3,000				50		
Local Travel - parking		10	500		500						
Accommodation		2	2,700		2,700						
Meals & Refreshments			5,000		5,000		5,000		6,000		6,000
Travel Stipends \$60/day		20	1,200		1,200						
Assessment Tools			1,000		1,000		1,000		1,000		1,000
Benefits & Pay Levy @ 17%			5,610		5,610		5,610		5,610		5,610
			<b>57,010</b>		<b>57,010</b>		<b>49,610</b>		<b>50,660</b>		<b>50,610</b>
<b>Marketing</b>			16,695		21,500		23,900		21,000		19,900
<b>Total direct costs</b>			<b>73,705</b>		<b>78,510</b>		<b>73,510</b>		<b>71,660</b>		<b>70,510</b>
<b>Operating margin</b>			<b>45,545</b>		<b>64,590</b>		<b>85,490</b>		<b>103,240</b>		<b>128,240</b>
<b>Development cost recovery</b>			10,000		15,000		14,250				
<b>CE general and administrative expenses</b>			35,775		42,930		47,700		52,470		59,625
<b>Division Overhead</b>			18,426		19,628		18,378		17,915		17,628
<b>Net to Division for overhead</b>			<b>(18,656)</b>		<b>(12,968)</b>		<b>5,163</b>		<b>32,855</b>		<b>50,988</b>

## **Appendix 6**

### **Post Baccalaureate Certificate in Applied Leadership Marketing Plan**

Written: October 30, 2013

#### **Program Area**

Continuing Education

#### **Project**

Three year promotion plan: Post Baccalaureate Certificate in Applied Leadership

#### **Client**

Diane Kristjansson, Program Director, Continuing Education

#### **Plan prepared by**

Kathy Tarrant

Client Relations Coordinator for Extended Education

Marketing Communications Office

Phone: 204-474-9472

kathy.tarrant@ad.umanitoba.ca

#### **Background**

Continuing Education (CE) is planning to launch a new Post Bac Certificate in Applied Leadership in Fall 2014.

#### Program details

- 198 course hours (over 15 months)
- Blended delivery includes:
  - Online courses
  - Residential (two 1-week and one 2.5-day campus face to face classes)
- Fee: \$7,950, plus books and residency fees (if needed)
- Pre-requisite: Undergraduate degree or acceptance based on comparable professional experience.

#### **Goal**

To successfully launch a new Post Baccalaureate Certificate in Applied Leadership.

#### **Marketing Objective**

- Year 1 (2014): 15 students enrolled by fall 2014
- Year 2 (2015): 18 students enrolled by fall 2015
- Year 3 (2016): 20 students enrolled by fall 2016

#### **Marketing Strategy**

Develop a new post baccalaureate certificate in applied leadership.

**PBCAL Prospects**

- Working professionals with an undergraduate degree (or equivalent combination of education and experience) and in positions of responsibility.
- Experience: 8 to 20 years
- Age: 30 to 45

**Target Markets**Winnipeg

- Current CE students and grads
- CE grads, targeted current students and list of prospects who have expressed interest.
- UM Support Staff
- HR professionals
- Winnipeg organizations we have relationships with
- Winnipeg professionals
- UM Alumni (Arts/Science in Winnipeg)

Winnipeg and National

- UM Alumni—living in Winnipeg and targeted cities

**Communications Objective**

- Encourage identified targets to seek more information about the PBCAL and attend an information session (if offered).

**Communications Strategy**

- Increase awareness of the new PBCAL amongst identified targets.

**Key fact or benefit**

- Flexible format allows students to work and earn the PBCAL simultaneously.

**What barriers must the communications overcome?**

- Economy. Budgets for soft skills training tends to decrease in economic downturns. Organizations may not replace retiring staff.
- Location. Winnipeg may serve as a travel barrier for prospects outside of Manitoba, especially if residency requirement occurs in winter months.
- UM brand. May not be widely known outside Manitoba. Continuing Education's offering may be unknown outside of Winnipeg.
- Taxonomy. Post baccalaureate certification may not be widely known or in-demand.

**Who is the principal competition?**Local:

- Dale Carnegie offers Leadership Training for Managers, a seven-week course running one half-day per week for 3.5 hours per session or three days.
- PACE (U of W) offers Leadership Development, a 12-class course for credit in a variety of PACE certificate and diploma programs. \$495.
- QNet offers Certificate in Leadership Development, a seven day course. \$2,199.
- Local organizations offer their own customized internal programs.

### National:

Several national and international competitors, including:

- Royal Roads offers Graduate Certificate in Values-Based Leadership. \$8,840 plus \$110 application fee, plus residency costs.
- Queen's School of Business offers Executive Leadership Program, a five-day course held in Kingston. \$8,900. Ladders into Queen's Executive certificates.

### **Tactics**

#### Year 1.

Focus on local organizations and individuals with a past experience with UM. Establish advising services, support collateral and sales targeting local organizations we have relationships with.

Develop collateral, web and supports:

- Tear sheet/information piece.
- Landing page.
- Promo button. CE landing page button.
- Letter/email copy for advisor to use to respond to inquiries.
- Local ads and direct mail (detailed below)

#### Years 2 and 3

In addition to year 1 activity, advertise in select publications in Winnipeg and alumni channels to reach outside Winnipeg markets.

#### Promotion Plan for Year 1

Target audience	Tactics	Timing	Budget (estimates)
<b>Winnipeg</b>			
Current students	<ul style="list-style-type: none"><li>• Include in 2014/15 Program Guide, e-news</li></ul>	June 2014	\$0
CE grads, targeted current students and list of prospects who have expressed interest.	<ul style="list-style-type: none"><li>• Direct mail to targeted graduates and current students of CIM, HR (others?) inviting them to info session.</li></ul>	April 2014 (info session)	\$2,000 (DM) \$2,000 (Info Session)
UM Support Staff	<ul style="list-style-type: none"><li>• Partner with LDS</li><li>• Invite staff to info session on campus (UM weekly)</li></ul>	April 2014 (info session)	\$1,000
HR professionals	<ul style="list-style-type: none"><li>• Ad in HR Matters magazine</li></ul>	Spring 2014	\$3,000
Winnipeg organizations we have relationships with	<ul style="list-style-type: none"><li>• Letter to key business contacts.</li></ul>	April 2014	\$500
UM Alumni (Arts/Science in Winnipeg)	<ul style="list-style-type: none"><li>• Add PBCAL to alumni info session (Feb TBD)</li></ul>	Feb 2014	\$0
Winnipeg professionals	<ul style="list-style-type: none"><li>• Ads in Manitoba Business, WFP Careers or Business sections</li></ul>	Spring 2015	\$5,000



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## **REPORT OF THE SENATE COMMITTEE ON AWARDS**

### **Preamble**

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

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

### **Observations**

At its meeting of January 21, 2014 the Senate Committee on Awards approved three new offers, three amended offers, and the withdrawal of one award, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated January 21, 2014).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve three new offers and three amended offers, and the withdrawal of one award, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated January 21, 2014). 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 January 21, 2014**

#### **1. NEW OFFERS**

##### **Dale Driedger Bison Football Scholarship**

Dale Driedger, an alumnus of the University of Manitoba (B.A., 1989) and the Bison football team (1984-1987) has established an endowment fund in support of an athletic scholarship for student athletes on the Bison football team. The purpose of this scholarship is to support current players in positions on the offensive line in recognition of the contributions of those members of the team. Dale Driedger intends to make an annual contribution of \$2,500 to offer at least one scholarship. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Dale Driedger is also pledging to make annual contributions of \$2,500 to an endowment fund which is intended to support this scholarship once the interest generated reaches the amount required to fund the cost of the scholarship. The Manitoba Scholarship and Bursary Initiative has also made a contribution to this fund. In the years where matching contributions are made through the Manitoba Scholarship and Bursary Initiative, two scholarships of \$2,500 each will be offered to undergraduate students who meet the selection criteria.

Beginning in 2014-2015, one or more scholarships valued at \$2,500 each will be offered to undergraduate students who:

- (1) are eligible to compete in Canadian Interuniversity Sport (CIS) and are members of the offensive line on the Bison football team;
- (2) are enrolled in a minimum 9 credit hours in their term of competition in any faculty or school at the University of Manitoba;
- (3) have completed at least 18 credit hours in the previous academic session;
- (4) have achieved a minimum sessional grade point average of 2.0 in the previous academic session.

The Chair of the selection committee will be the Athletic Director (or designate) from the Faculty of Kinesiology and Recreation Management and will include the Head Coach of the Bison football team (or designate).

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

(The terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "University Academic Scholarships with an Athletic Component", currently numbered C.5 in the CIS Operations Manual).

##### **Dr. Wayne R. Anderson Family Centennial Bursary**

Dr. Wayne R. Anderson has established an endowment fund at the University of Manitoba with an initial gift of \$10,380 in 2013. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The purpose of the award is to support students in the Faculty of Agricultural and Food Sciences. Beginning in the 2014-2015 academic year, the available annual interest will be used to offer one bursary to an undergraduate student who:

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



Preference will be given to a student in the Department of Animal Science. If there are no qualified candidates in the Department of Animal Science, the bursary will be offered to any other qualified Agriculture student.

The selection committee will be named by the Dean of the Faculty of Agricultural and Food Sciences (or designate).

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

### **Harry and Jane Itzkow Memorial Loan Fund in Social Work**

Ms. Jane E. Itzkow has bequeathed \$90,000 to establish an endowment fund at the University of Manitoba in 2013. The fund will be used to provide loans to students who require financial assistance in order to undertake or to complete studies in the Faculty of Social Work. The available annual income from the fund will be used to offer short term interest-free loans to students who:

- (1) are enrolled:
  - (a) full-time in the Faculty of Graduate Studies in any Master's or Doctoral program offered by the Faculty of Social Work at the University of Manitoba; or
  - (b) full-time (minimum 60% course load) in any undergraduate program offered by the Faculty of Social Work at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of:
  - (a) 3.0 (or equivalent) based on the previous 60 credit hours of study for graduate students; or
  - (b) 2.0 for undergraduate students;
- (3) have completed the standard University of Manitoba emergency loan application and have outlined their emergency situation during an interview with the Director of Financial Aid and Awards (or designate).

Students who qualify for a Harry and Jane Itzkow Memorial Loan in Social Work will normally be required to repay these short-term loans before the end of the academic session in which the loan was obtained. However, the Director of Financial Aid (or designate) will have the discretion to forgive up to ten (10) loans from this fund every academic year provided the loan recipient meets with the Director (or designate) before the deadline for repayment and requests that the loan be forgiven.

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

## **2. AMENDMENTS**

### **A.H. Aronovitch and E.J. Aronovitch Family Scholarship**

The following amendments have been made to the terms of reference for the A.H. Aronovitch and E.J. Aronovitch Family Scholarship:

- A new first criterion (1) has been added and it reads: "is enrolled full-time (minimum 80% course load) in the Bachelor of Commerce (Honours) program at the I.H. Asper School of Business at the University of Manitoba;"
- Revisions have been made to the new criterion (2) (formally criterion (1)), including the replacement of the credit range with a new minimum credit hour requirement of 48, the addition of "degree in the I.H. Asper School of Business" and the deletion of "program and has declared Entrepreneurship / Small Business as his or her major;"
- In the new criterion (3) (formally criterion (2)), "highest sessional grade point average (minimum 3.5)" has been replaced with "minimum degree grade point average of 3.0;"

- The former criterion (3) has been deleted.
- A new sentence has been added immediately following the numbered criterion which states that “Preference will be given to a student who has declared Entrepreneurship/Small Business as his/her major.”
- The selection committee paragraph now reads: “The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.”
- Several editorial changes have been made.

#### **Douglas and Elizabeth MacEwan Bursary**

The following amendments have been made to the terms of reference for the Douglas and Elizabeth MacEwan Bursary:

- In criterion (3), the word “other” has been deleted.
- In the first sentence of the fifth-last paragraph beginning with “A recipient may defer this bursary...”, “s/he” has been replaced with “the student”.

#### **Dr. John M. Embil Publication Prize for B.Sc.(Med.) Program**

The following amendments have been made to the terms of reference for the Dr. John M. Embil Publication Prize for B.Sc.(Med.) Program:

- The first criterion (3) was revised to read: “has a manuscript published or in press no later than August 1 of the third year of the student’s undergraduate medical training.”
- In the paragraph immediately following the first set of numbered criteria, the first phrase was revised to read: “The recipient must deliver the following to the office of the B.Sc.(Med.) Program by the deadline of August 1 of the year following completion of the B.Sc.(Med.) program:...”
- The selection committee paragraph has been moved. It is now the second last paragraph in the terms of reference.
- A new paragraph has been added immediately following the second set of numbered eligibility criteria. It reads: “Students will only be eligible if the research performed for the B.Sc.(Med.) program has not been published, is not in press, and is not under consideration for publication on the day of the B.Sc.(Med.) dissertation.” (i.e. If a student has already published or submitted for publication the research completed for the B.Sc.(Med.) at the time s/he submits the B.Sc.(Med.) dissertation, the student would not be eligible for the prize. The intent of the prize is to encourage students who have not published their research at this point to subsequently do so.)

### **3. WITHDRAWALS**

#### **Manitoba Association of Architects Award**

This award is being withdrawn from the University of Manitoba’s awards program at the request of the donor.

MEMORANDUM

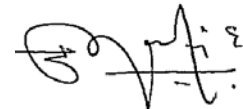
TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)

DATE: January 28, 2014

SUBJECT: Report on Research Contract Funds Received

COPIES: Dr James Blatz, Associate Vice President (Partnerships)  
Dr. Gary Glavin, Associate Vice-President (Research)



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Attached is the Report on Research Contracts Received for the period July 1, 2013 to December 31, 2014. Please include the report for information on the next Senate agenda.

Thank you.

DSJ/nis

Attach.

**Research Contract Funds Awarded (over \$20,000)**  
**ORS Processed Date: July 1, 2013 to December 31, 2013**

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title
<b>Faculty of Agricultural and Food Sciences</b>	Fernando, Dilantha	Plant Science	Canola Council of Canada	90,000	Getting one step closer to Slerotinia control through cultivar resistance and biological applications
	Jones, Peter	Food Science	InnoTech Nutrition	59,540	Evaluating the efficacy and safety of colflex
	Jones, Peter	Food Science	Marshfield Clinic Research Foundation	24,309	Smith-Lemli-Opitz syndrome: A longitudinal clinical study of patients receiving cholesterol supplementation
	Lobb, David	Soil Science	Agriculture and Agri-Food Canada	24,900	Data summary and publication for two beneficial management practices under the watershed evaluation of beneficial management practices program
	Lobb, David	Soil Science	Environment Canada	38,143	Management of sediments in surface waterways to reduce phosphorus loading in Lake Winnipeg
	Scanlon, Martin	Food Science	University of Saskatchewan	81,000	Effect of varietal differences in wheat quality in processing of low sodium breads
	Tenuta, Mario	Soil Science	Agriculture and Agri-Food Canada	20,195	Synthesis of greenhouse gas emissions studies and recommendation of BMPs for irrigated potato in Manitoba
	Ominski, Kimberly	Animal Science	Pending Sponsor	275,138	Defining environmental footprint of Canadian beef cattle production
<b>Faculty Total: \$</b>				<b>613,225</b>	
<b>Faculty of Arts</b>	Ellery, Michael	Psychology	Dalhousie University	56,580	Gambling to relax and gambling to forget: Questionnaire and daily diary studies of subtypes of coping motives for gambling
	Ellery, Michael	Psychology	Manitoba Lotteries Corporation	60,000	Do personality differences mediate between problem gambling risk and gambling behaviour in EGM players?
	Wilkinson, Lori	Sociology	Citizenship & Immigration Canada	977,990	What do we know about the settlement outcomes of recently-arrived immigrants to Canada?
<b>Faculty Total: \$</b>				<b>1,094,570</b>	
<b>Faculty of Engineering</b>	Gorczyca, Beata	Civil Engineering	City of Brandon	36,693	Lead corrosion control strategy for the City of Brandon
	<b>Faculty Total: \$</b>			<b>36,693</b>	

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title
Faculty of Environment, Earth and Resources	Ali, Genevieve	Geological Sciences	Environment Canada	53,475	Development of a simulation tool to identify priority areas for wetland conservation and restoration
	Haque, C.	Natural Resources Institute	Natural Resources Canada (NRCAN)	48,000	Hazus pilot research project: Activity 1: Vulnerability: Development of flood damage curves for Southern Manitoba, activity 2: Inventory of assets at risk: Preparing census level flood data for the pilot study
	Faculty Total: \$			174,861	
Faculty of Human Ecology	Horne, Lena	Textile Sciences	Industry Canada	22,035	R & D in the Canadian textiles industry
	Faculty Total: \$			22,035	
Faculty of Medicine	Becker, Marissa	Centre for Global Public Health (CGPH)	Bruyere Research Institute	35,775	Advancing primary healthcare for persons living with HIV in Canada
	Blanchard, James	Centre for Global Public Health (CGPH)	Gates (Bill and Melinda) Foundation	22,835,566	Technical assistance to the government of Uttar Pradesh to improve health, nutrition and development coverage and outcomes
	Blydt-Hansen, Tom	Pediatrics and Child Health	Children's Mercy Hospital	63,804	Chronic kidney disease in children (CKiD III)
	Komenda, Paul	Internal Medicine	University of Alberta	21,000	Predicting mortality technique survival and training failure for a Canadian multicenter home hemodialysis cohort
	Kroeger, Edwin	Physiology	Laval University	20,000	Travel funding for students presenting at the CSHRF, June, 2013
	Leung, Edward	Pediatrics and Child Health	Eli Lilly Canada Inc	24,638	A randomized, double-blind, placebo-controlled, Phase 3 trial of Tadalafil for Duchenne Muscular Dystrophy
	McGavock, Jonathan	Pediatrics and Child Health	Heart and Stroke Foundation of Canada	227,680	Developmental origins of diabetic cardiomyopathy
	Sareen, Jitender	Psychiatry	Health Canada	100,000	The safety and efficacy of gatekeeper training in First Nations communities
Faculty Total: \$				23,328,463	

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title
Faculty of Science	Court, Deborah	Microbiology	New Leaf Biologics Inc.	40,000	Isolation of hydrocarbon degrading yeast and fungal organisms from the environment for use in bioremediation of oil
Faculty of Science	Hu, Can-Ming	Physics and Astronomy	Government of Canada	500,000	Fabrication, development and calibration of a novel spintronic michelson interferometry sensor for stand-off detections of improvised explosive devices
Faculty of Science	Pistorius, Stephen	Physics and Astronomy	Grand Challenges Canada	113,000	A portable breast cancer detection device using solid-state microwave detectors
Faculty Total: \$				653,000	
Vice-President's Office (Research & International)	El-Gabalawy, Hani	Vice-President's Office (Research & International)	CIHR	3,750,000	Institute support grant program
	Jayas, Digvir	Vice-President's Office (Research & International)	Canadian Bureau for International Education	30,000	Emerging leaders of the Americas 2013/2014
	Jones, Peter	Richardson Centre Functional Foods and Nutraceutical	Qualisoy	71,026	Health community outreach: Systematic GAP analysis for high-oleic soybean oil
	Faculty Total: \$				3,851,026
Total contracts over \$20,000 awarded				\$	29,773,873



UNIVERSITY  
OF MANITOBA

## Student Accessibility Services

### Student Support

Student Advocacy and Accessibility  
520 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
Phone (204) 474-7423  
Fax (204) 474-7567  
student\_accessibility@umanitoba.ca

DATE: January 28, 2014

TO: Jeff Leclerc, University Secretary, Office of the University Secretary

FROM: Brandy Usick, Director, Student Advocacy and Accessibility  
Carolyn Christie, Coordinator, Student Accessibility Services

RE: Student Accessibility Services Annual Report (2012-2013)

*Brandy Usick*  
*Carolyn Christie*

We are submitting the 2012-2013 Annual Report of Student Accessibility Services. This report is intended to provide information to Senate as per a recommendation of the report of the Ad-Hoc Committee of Senate Executive to Examine Accommodations of Students with Disabilities and Governance Procedures Related to Academic Requirements.

We request that this report will be placed on the agenda for the upcoming meeting of the Senate Executive so that the report will be available at the March meeting of Senate. We are both available to present the report and to respond to questions.

Encl. (1)

- c. Don Stewart, Executive Director, Student Support  
Susan Gottheil, Vice-Provost (Students)

# Student Accessibility Services

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*2012-2013 Annual Report*

## **Mission**

The University of Manitoba strives to ensure an accessible learning and working environment and is thereby committed to providing reasonable accommodation of the needs of persons with documented disabilities.<sup>1</sup> The University of Manitoba has a legal obligation to provide reasonable accommodations to students with disabilities who meet the academic requirements for the program to which they are admitted.

Student Accessibility Services provides support and advocacy for students with disabilities such as: hearing, injury-related, learning, mental health, medical, physical, visual or temporary disabilities. The unit acts as a liaison between students and the faculty and staff of the University of Manitoba as well as service agencies within the province of Manitoba. Accommodations and programs are offered to support students while they are at the University of Manitoba. All supports must be recommended and verified by a registered health professional. Student Accessibility Services offers support and accommodations based on a student's individual needs and the academic standards of the university program.

The mission of Student Accessibility Services is to collaborate with the University of Manitoba to ensure equal access for students with disabilities by:

- providing supports and programs that recognize our diverse student environment;
- promoting partnerships between students, faculty and staff; and
- educating the university community about accessibility.

## **Introduction**

This is Student Accessibility Services (SAS) second annual report providing information about the accommodations and services provided for registered students with disabilities at the University of Manitoba. The office has long compiled information on student caseload, services and programs that was shared within Student Affairs. This report provides statistics and activity highlights for the reporting period from May 2012 – April 30 2013.

This report is being submitted to Senate based on the recommendations from the *ad hoc Committee of Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements*. The format of this report is adapted from The University of Edinburgh Student Disability Service annual report.

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<sup>1</sup> [http://umanitoba.ca/admin/governance/governing\\_documents/students/281.html](http://umanitoba.ca/admin/governance/governing_documents/students/281.html)



### *Students*

SAS works with many students who are successful in their pursuits and note, with the students' permission, the following highlights from 2012-2013:

- Graduate student in Environment and Geography, Karina Cardona Claros, presented as part of the Disability Studies Speaker Series.
- Megan Jack, a Faculty of Medicine student who requires sign language interpreters, graduated from UGME and has been accepted into the PGME Urban Family Medicine stream in Winnipeg.
- A student who is Deaf-blind using hand over hand sign completed a fitness leadership development course offered through Recreation Services.

### *Staff*

Members of the SAS team are committed to mission of the unit and are dedicated in responding to students' requests for accommodations and providing related services and programs:

- Coordinator, Carolyn Christie;
- four full time Accessibility Advisors Lisa Banash, Cindy Koskie (on leave), Jamie Penner and Arlana Vadnais;
- Test/Exam Administrator, Charity Pascual and Test/Exam Assistant, Vanessa Ahing;
- Assistive Technologist, Jeff Buhse;
- invigilators;
- sign language interpreters;
- computerized and professional note-takers;
- academic attendants; and
- an enthusiastic group of committed volunteers and Peers.

### *Space*

SAS operates out of three main office spaces: the SAS Test Centre located at 155 University Centre; the advising offices located at 520 University Centre, (shared with Student Advocacy and the English Language Centre) and Student Services at Bannatyne campus located at T245 Basic Science Building. SAS also offers monthly office hours at the William Norrie Campus.

## **Key Features of Service Provision**

SAS exists to support all students with disabilities to fully access their chosen course of study for which they are academically qualified. The majority of supports are provided through accommodations, such as extended time for exams. Information about the accommodation needs of a student are conveyed by the unit in an electronic letter of accommodation sent to

the instructor of the course, program director and where applicable, the Faculty Accommodation Team and/or Accessibility Advisory Committee.

SAS also provides additional support to students by way of programming, described below, and referrals to other Student Affairs departments, (e.g. Student Counselling Centre, Academic Learning Centre), and student advisors on campus.

SAS works with each student to apply for funding through the Canada Student Grant program. Staff work with outside funding agencies such as MarketAbilities (formerly Vocational Rehabilitation), Workers Compensation Board, and Manitoba Public Insurance to request funding for student supports and equipment. Students remain eligible for SAS services in the absence of successful funding requests.

## Demographics

95% of students registered with Student Accessibility Services have a permanent disability. The number of students who are registered with the SAS office decreased from 1,046 in 2011-2012 to 994 in 2012-2013. Please see Table 1.

The National Educational Association of Disabled Students (NEADS) estimate that 7% of students enrolled at a university has a disability. The UM Office of Institutional Analysis data reported enrollment figures of 29,181 for 2012-2013<sup>2</sup>. This means that within the last academic year it is possible that 2042 students registered at the UM may have had a disability. Not all students with disabilities require or perceive a need to receive accommodations through SAS. A trend observed within the unit is that a student may not access the office as an undergraduate but subsequently realizes the need to receive accommodations once a student completing a professional or graduate program.

Of the students who registered with SAS for the 2012-2013 year, 576 self-identified as female, 392 male, and 26 did not disclose gender. Overall, 17 students self-identified as international students. Students who have more than one disability represent 14% of the total students with disability population registered with SAS.

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<sup>2</sup> [http://umanitoba.ca/admin/oia/media/Selected\\_Statistics\\_F12.pdf](http://umanitoba.ca/admin/oia/media/Selected_Statistics_F12.pdf)

**Table 1 Students Registered with Student Accessibility Services according to Faculty/School**

<b>Faculty</b>	<b>2012-2013</b>	<b>2011-2012</b>
Agriculture and Food Sciences	11	20
Architecture	7	13
Art, School of	18	21
Arts	122	175
Business, Asper School of	28	50
Dental Hygiene	0	1
Dentistry	1	1
Education	12	24
Engineering	38	56
Environment, Earth and Resources, Clayton H. Riddell Faculty of	3	16
Extended Education	57	60
Graduate Studies	44	84
Human Ecology	14	24
Kinesiology and Recreation Management	9	12
Law	13	21
Medical Rehabilitation	1	1
Medicine	12	23
Music, Marcel A. Desautels Faculty of	10	10
Nursing	36	69
Pharmacy	6	12
Science	107	140
Social Work	40	53
University 1	377	151
International Programs	5	9
No faculty listed	23	0
<b>Total</b>	<b>994</b>	<b>1,046</b>

Table 2 provides information on students registered with SAS according to disability type. The percentages in each category remain close to the last two years with students with cognitive disabilities and mental health disabilities remaining our two largest groups. The largest increase this year is with students with mental health disabilities with an increase of 43 students in the category.

**Table 2 Students Registered with Student Accessibility Services according to type of Disability**

Disability Category		Number of Students		Percentage of Total Population
Mental Health		356		36%
Cognitive	ADHD	270	118	27%
	Asperger Syndrome		28	
	Learning Disability		107	
	Acquired Brain Injury		17	
Physical/Medical	Chronic illness	184	150	19%
	Mobility		34	
Deaf/Hard of Hearing		60		6%
Temporary		51		5%
Blind/Visual		26		3%
Other/Unclassified		47		4%
<b>Total</b>		<b>994</b>		<b>100%</b>

***In-person student meetings***

Students must meet with an Accessibility Advisor to determine an individual accommodation plan for their academic program while registered at the UM. Follow up appointments are scheduled as necessary to complete funding paperwork, adjust accommodations, and to provide a 'check-in' and support for the student. Advisors provide in-person appointments, drop-in appointments, phone, email and texting support.

For the 2012-2013 year, SAS met 459 students new to the program. This means that over half of all registered students were new to the unit during the reporting year. As this is a new statistic for the office, SAS will continue to monitor this trend.

As part of their caseload, the Accessibility Advisors managed 2,237 in-person student meetings. This number has increased from 1,587 in 2011-2012. We can attribute this increase in part to a return to a full time staffing component when two staff completed their respective leaves.

Advising staff are available for in-person student meetings throughout the year at all UM campuses. SAS maintains regular office hours at Fort Garry, Bannatyne and the William Norrie campuses. In-person student meetings are at their highest in the months of August and September, and increase again during midterms and just before finals in each term.

## Accommodations and Programs

Accommodations are designed to meet various needs posed by different disabilities. What is appropriate for one student may not be appropriate for another, since disabilities are as unique as the people who possess them.

There are three main types of accommodations:

- **Test/Exam Accommodations**  
These are accommodations that pertain to the environment, format, and testing method for tests and exams.
- **Classroom/Course-Related Accommodations**  
These are accommodations that pertain to the physical environment of the classroom, instructional strategies, and adaptations of the course materials and requirements.
- **Campus Accommodations**  
These are accommodations that pertain to physical accessibility of and transportation on the campus.

SAS is proud to offer a wide range of accommodations and programs that match or exceed national standards. The following section provides information and statistics for each accommodation and program offered within SAS.

### *Test/Exam Invigilation*

Many students with disabilities require unique accommodations when writing tests and exams. The total number of tests/exams invigilated in SAS for the reporting year was 4,712, up from 4,296 in 2011-2012. Exams and tests written by students registered in programs offered at Bannatyne campus were a large part of the increase as there were 209 exams hosted at that campus. Even though the overall number of students registered with SAS declined slightly this academic year (see Demographic section), the needs and level of support that the students requested was higher. This accounts for the dramatic increase in exams over the 2012-2013 reporting year. The request for this service fluctuates with the academic cycle, with increases during mid terms (October and February) and final exams (December and April). The Test Centre has 8 private spaces for invigilation of tests/exams. During midterms and final exam periods, SAS must book rooms across campuses and staffs up to 8 locations.

### *Professional and Volunteer Note-taking*

The SAS Professional Note-taking (PNT) program and Volunteer Note-taking program (VNT) have continued to grow. The Professional Note-taking program consists of paid note-takers, usually students, who take hand-written or typed notes for students who are unable to take their own notes. In 2012-2013, SAS had 29 PNT staff provide support to 29 students who requested this service.

Volunteer Note-taking is a valuable service for students which could not continue without the support of instructors who recruit volunteers and the students who share notes for this program. In 2012-2013, there were 244 requested for volunteer note-takers. 224 volunteers provided notes for courses. Volunteer note-takers can apply to have their co-curricular record reflect these volunteer hours.

SAS is reviewing its professional and volunteer note-taking services to see if the programs can be merged to offer increased services to all students and an increased volunteer total.

#### *Sign Language Interpretation and Computerized Note-taking*

The Interpreting Program provides American Sign Language/English interpreting, as well as Computerized Note-taking (close to 'word for word' note-taking), for students who are Deaf or Hard-of-Hearing. Services are provided for students in the classroom, for meetings with instructors or other students, for laboratory and tutorial sessions, and for other academic situations as needed.

For 2012-2013, SAS had 14 Interpreters and 19 Computerized Note-takers working fulltime, part time and casual at Fort Garry campus. In addition, the Interpreters provided supervision and mentorship to students enrolled in the American Sign Language/English Interpretation Program jointly offered by the University of Manitoba and Red River College.

The team of four medical Sign Language Interpreters continue to work solely with a medical student.

#### *Assistive/Adaptive Technology and Alternate format production*

SAS has a number of laptops for students to use for exams or for studying in our Test/Exam Centre. These laptops are equipped with Kurzweil (text to speech and organization skills, most often used by students with learning disabilities), JAWS and Window Eyes (text to speech, most often used by students with visual disabilities), Read and Write Gold (text to speech alternative option and writing assistance), and Dragon (speech to text). Students and staff can request assistive technology training from the Assistive Technologist, Jeff Buhse. Jeff has worked with the UM Libraries Accessibility Services Implementation Team to equip the Dafoe Library with 2 computers with Kurzweil 3000 and JAWS, 1 computer with Dragon Naturally Speaking and a large screen iMac with the accessibility features enabled for student use. Accessible work stations have also been made available in the Science and Technology Library as well as the Neil John McLean Library at the Bannatyne Campus.

SAS has seen a dramatic increase in assistive technology use for test and exam writing. This has decreased the need for scribes, (person based assistance for test writing) which is wonderful as it promotes student independence for the workplace and decreases costs for the unit. However, this increase in technology has put added wear on the equipment and increases the amount of preparation required for each exam. The amount of exams in alternate formats doubled in almost all programs in one year with the training available through the assistive technologist. The table 3 below shows the dramatic increase.

**Table 3 Number of Exams Converted to Alternate Format**

	Kurzweil 3000	Dragon Naturally Speaking	Zoomtext	JAWS
2011-2012	55 exams	28 exams	10 exams	4 exams
2012-2013	157 exams	61 exams	27 exams	5 exams

Most alternate format production is sent to Alternate Format Services (Manitoba Education, Province of Manitoba) for production to e-text, audio and braille. However, over the last year, SAS has provided more than double the amount of in-house productions for students requesting items with short notice, smaller articles and in-class articles and tests in Braille. We saw an increase of approximately 360% for textbooks in alternate format (56 requests in 2011-2012 for 11 students, up to 258 requests for 39 students in 2012-2013).

#### *Bannatyne campus*

SAS has one advisor whose focus is on the academic programs offered at the Bannatyne campus. This advisor works at Bannatyne campus part-time and attends the majority of the Accommodation Team and/or Accessibility Advisory Committee meetings. The test assistant also had part-time hours at Bannatyne campus to assist with the increase in bookings. In addition, the Coordinator is available for meetings as needed, and travels to Bannatyne to meet with the Bannatyne medical interpreting team. SAS works out of the Student Services at Bannatyne campus offices and with the support of the Student Services at Bannatyne Campus hosts the majority of Bannatyne tests and exams at that location.

#### *Coaching*

The Coaching program assists students to better manage aspects of their life that interfere with their academic program. A coach supports, encourages, advises and confronts while providing opportunities for skill development. Currently, the unit's certified life Coach is Lisa Banash. She works with students one-on-one for in-person and telephone coaching sessions. Students receive 10 coaching sessions for the term on a fee-for-service basis.

There were 9 students in the Coaching program throughout the 2012-2013 reporting year for a total of 191 coaching sessions. There continues to be a wait list for this program, however, with one coach whose primary duties are as an Accessibility Advisor. Given this situation, SAS cannot grow the program at this time.

Coaching is a unique service for Canadian PSE disability and accommodation student service units. This program has been well rated by students and has shown improvements in GPAs in the two years that students have been followed.

#### *Academic Attendant*

During the 2012-2013 reporting year, 7 students used the Academic Attendant program for a total of 1,590 hours. Nine attendants were hired to work with the students. The program offers

on-campus, in-class assistance for students struggling with professor-student interaction, group-work and in-class presentations, note-taking, organizational study assistance, lecture reviews, and interaction with university staff. Canadian postsecondary institutions are offering innovative programs to support students with Asperger syndrome and the University of Manitoba is seen as a leader in this regard with the Academic Attendant program.

Within the reporting year, there was an increase in program hours because the students using the program increased their course load. Students explained that after being successful last year, they felt they could register for more classes because of the support provided by the attendant. Two students withdrew from the program because they felt more confident after the mentoring and life-skills gained by working with an attendant in the last year. This is SAS's hope and goal for the program: students will grow towards independence to ready themselves for an occupation where this type of assistance may not be available.

### *Tutoring*

SAS assists students in applying for tutoring funding and helps them to use the UMSU registry. This continues to be an issue as many students do not qualify for funding, would benefit greatly from a tutor, and cannot pay on their own.

## **Educational Outreach**

- SAS staff held Disability Awareness workshops for several groups on campus, including Peers, Student Advisors, Residence staff, instructors, New Faculty orientation, Libraries, and Human Resources.
- Carolyn Christie at SAS and Eunice Friesen at the Centre for Advancement of Teaching and Learning (CATL) co-facilitated a three day institute for instructors, "Teaching to all Learners", showcasing universal design principles and excellent teaching practices.
- Carolyn Christie and Jeff Buhse presented at CATL's institute, "*Your D2L course. Simplified*", on accessible formats for online teaching.
- Jamie Penner and Cindy Koskie at SAS presented at CACUSS 2012, "*A Deaf doctor? Supporting a student through a medical program.*"
- SAS partnered with Student Life to host Spencer West as part of the Leadership Speaker Series.
- SAS hosted Access Awareness Day on February 8, 2012. This event included a week long art show, "Celebrating Abilities", in the GOSA gallery; community tables including unit table with information and prize giveaways. During this week, SAS launched a revised and updated website as well recruited faculty and administrator to participate in a survey for purposes of reviewing the office.
- SAS and Physical Plant reinstated the Campus Accessibility Committee, which meets bi-annually.
- The SAS Faculty Advisory committee was reinstated and meets twice a year.
- Bi-annual newsletters were circulated to SAS students, staff, and external disability community organizations. Weekly emails were sent to students with information about important topics such as scholarships, test booking dates, and UM events.



## Community Outreach

- SAS staff maintained contact with various disability organizations including the Canadian Paraplegic Association, Canadian Mental Health Association, Manitoba MarketAbilities, Employment Equity Committee, Society for Manitobans with Disabilities, Canadian Institute for the Blind, Canadian Centre on Disability Studies, and the Manitoba Deaf Association.
- Jamie Penner continues to be a board member for Asperger Manitoba.
- Jeff Buhse is a member of the Libraries Student Accessibility Implementation Team.
- An annual Canadian Centre on Disability Studies delegation from the Ukraine attended a SAS information session.

## Trends

Looking forward, the Province of Manitoba passed new legislation, *Accessibility for Manitobans with Disabilities Act*, which may significantly increase the expectations and standards of what is accessible at a post-secondary institution.

One area of note would be the access to technological materials, which could be translated to online materials. SAS is anticipating this change based on groundbreaking American case law<sup>3</sup>. This case resulted in the decision that directed American post-secondary institutions to make accessible to qualified students all course materials, whether available in class or online. What this may mean for the UM, by way of a specific example, is any video that an instructor posts to their course website or within D2L would require closed captioning. The current UM practice is to produce in-house a video transcript on an as-needed basis. Should the demand increase, SAS would not be able to meet the need. This issue warrants further consideration.

## Summary

There are specific areas that SAS is working on in order to improve services. The unit is actively engaged in implementing the recommendations that arose from the *ad hoc Committee of Senate Executive to Examine Accommodations of Students with Disabilities and Governance Procedures Related to Academic Requirements*. These recommendations include the revision of the University policy and procedures governing accessibility and accommodations for students with disabilities, enhanced education about SAS and disability on campus, and improvements to general operational practices.

In fulfilling one of the recommendations, SAS has completed a handbook that will be a information and resource guide for faculty members, instructors and teaching assistants at the UM. It may also be a useful document for senior and academic administration and members of staff who wish to learn more about services at the University for students with disabilities. In addition to describing SAS procedures and supports for students, the handbook also emphasizes the need for all members of the University community – students, faculty, staff and

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<sup>3</sup> <http://www.ada.gov/louisiana-tech.htm>

administrators – to be responsible for the accommodation of students with disabilities and to assist in the societal task of eliminating all types of environmental barriers to education for students with disabilities.

SAS thanks students, faculty, staff and the University of Manitoba community for their continued support and assistance.



UNIVERSITY  
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## Student Advocacy and Accessibility

### Student Support

Student Advocacy and Accessibility  
519 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
Phone (204) 474-7423  
Fax (204) 474-7567  
StAdv@umanitoba.ca

DATE: January 28, 2014

TO: Jeff Leclerc, University Secretary, Office of the University Secretary

FROM: Brandy Usick, Director, Student Advocacy and Accessibility

*Bunick*

RE: Student Advocacy Annual Report (2012-2013)

I am submitting the Student Advocacy's annual report for the period of September 1, 2012 to August 31, 2013, as per the Terms of Reference of the Student Advocacy office.

It is my hope that the report will be added to the agenda for the February meeting of the Senate Executive.

Heather Morris (Student Advocate) and I co-authored the report. We will be available to present the report and to respond to questions.

Encl. (1)

- c. Don Stewart, Executive Director, Student Support  
Susan Gottheil, Vice-Provost (Students)

### **Student Advocacy Mission Statement**

*The mission of the Student Advocacy office is to ensure that students are treated fairly in their dealings with the University. The Student Advocacy office is dedicated to educating the University community concerning student rights and responsibilities and assisting students in the resolution of conflicts arising from actions or decisions taken by the University. While serving the University, Student Advocates maintain a student focus by providing information; investigating complaints; resolving conflict through alternative and formal systems; representing students at hearings; and reviewing policies and recommending change.*

This report provides selected data and highlights of the Student Advocacy office activities for the reporting period from September 1, 2012 to August 31, 2013.

### **Staff**

Full time staff during 2012-2013 were Brandy Usick (Director), Brian Barth, Heather Morris, and Ali Wood-Warren (Student Advocates) and Angel Therrien (Assistant to the Director). Diana Nguyen continued as student office assistant. While completing her undergraduate degree, Diana worked with Student Advocacy and left in August 2013 to pursue a Masters program in Occupational Therapy. Yuri Podmoroff was our work-study student, and Justin Delorme was our Peer Advocate placement student from *Peers: Students Helping Students*. Student Advocacy maintains office hours at the Fort Garry and Bannatyne campuses. Advocates are also able to meet students at other affiliated campuses on an as-needed basis. The office provides services to current, former, and prospective University of Manitoba students.

### **Contacts**

In 2012-2013, the Student Advocacy office received a total of 2,258 requests for assistance by students, staff, and faculty. Student contacts lead to the creation of an individual student case or are categorized as 'general student contacts' (inquiries, potential cases, online chat, cancellations/no shows). Individual student cases that continue past the end of the last reporting year are carried forward into the next. Faculty and staff who contact the office for assistance are identified as consultations. Table 1 provides a comparison of office contacts between the current and the last reporting years. There was an increase in all types of office contacts received in this reporting year.

<b>Table 1: Office Contacts</b>	<b>2012-2013</b>	<b>2011-2012</b>
<b>Student</b>		
Individual Cases	1,212	1,053
Cases Carried Forward	56	20
General Contacts	862	726
<b>Total Student Contacts</b>	<b>2,130</b>	<b>1,799</b>
<b>Faculty/Staff</b>		
Consultations	128	94
<b>Total Staff Contacts</b>	<b>128</b>	<b>94</b>
<b>Total Office Contacts</b>	<b>2,258</b>	<b>1,893</b>

### **Demographics**

Of the 1,212 students for whom an individual student case file was opened, 51% were female and 49% were male, and approximately 25% self-identified as international students. Most students were enrolled in University 1 (18%) and Science (18%), followed by Arts (14%), and Graduate Studies (13%). These four faculties, which have the largest number of enrolled students overall, have traditionally comprised the largest proportion of students who contact our office. Students completing undergraduate programs at the Bannatyne campus comprised approximately 3% (n = 39) of the caseload. However, the office currently does not distinguish between graduate programs offered between Fort Garry and Bannatyne campuses, therefore, there will be some graduate students from Bannatyne campus not accounted for in this statistic. Although this number is small, the presenting issues tend to be complicated in nature and require significant amount of an Advocate's time. The office continues to receive a high number of referrals; 60% of students indicated they were referred to Student Advocacy for assistance (either by another office on campus, or through our website or other outreach activities).

### **Students of Concern**

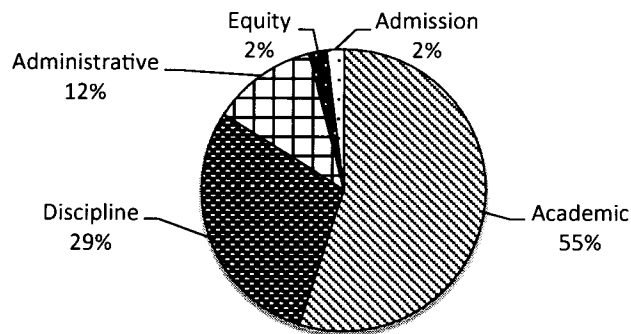
Student Advocacy is often involved with providing assistance and support to students who may be of concern, including students whose behaviour may be considered as threatening to self or others, or who may be vulnerable or at risk given their present circumstances. Such cases tend to require an exceptional amount of individual support and appointment time from the Advocates compared to other student cases. As well, the complexity of the cases usually requires coordination with other offices (e.g. Student Counselling Centre, Student Accessibility Services) or referral to other units for specific types of support (e.g. Financial Aid and Award office, International Centre for Students). Depending on the situation, the Student Threat Assessment, Triage, Intervention, and Support (STATIS) team may identify Student Advocacy as a point of referral for a student.

For this reporting year we began to track the number of students of concern and the number of appointments related to these students in particular. Due to the complexity of these cases, student involvement with Student Advocacy may last several months or students may be active for some months but not others. As a result, it is difficult to identify an exact number of individual 'students of concern', but we were able to identify approximately 32 students in this situation. The Advocates had 121 appointments and/or meetings with these specific students. The Director is often consulted by members of the university community regarding student matters and this statistic is reflected within the faculty/staff consultations reported in Table 1. Separate from that number are several consults she had related to 22 'students of concern'.

For the next reporting year the office has implemented a more consistent method to identify and track 'students of concern' so we can in fact report exact numbers in our next annual report. These statistics may be helpful for three reasons: 1) to help quantify staffing resources being used to support students of concern within Student Advocacy; 2) to share statistical information with the newly hired Student Support Case Manager to help her in her role; and 3) to contribute to an understanding of institutional trends that will help support a campus-wide mental health strategy.

### **Categorization of Issues**

In 2012-2013, the Advocates assisted students with a total of 1374 issues. Note, students may bring forward more than one issue within a reporting year, thus the numbers of individual student cases and issues differ. Figure 1 provides break down of how issues are categorized, and the proportion of issues that fall under the respective categories. This distribution is similar to last year, with an increase in discipline issues and decrease academic issues (compared to the last reporting year).

**Figure 1. Categorization of Issues**

Each category is explained below and in some instances, further broken down into subcategories.

*Academic* issues are further sub-categorized: **special requests** (63%) e.g., authorized withdrawals, deferred examinations, term work extensions, or leaves of absences; **complaints** (19%) e.g., grade appeals, conflict with instructor or graduate advisor; **academic deficiency** (13%) i.e., not meeting minimum academic performance requirements; and **professional conduct** (5%) i.e., professional unsuitability or debarment.

*Discipline* issues are divided into two categories: academic discipline, which refers to issues of academic dishonesty (see Table 2) and non-academic discipline, which refers to issues of student misconduct (see Table 3).

There was an increase in *academic discipline* issues compared to the previous reporting year. Please refer to Note 2 at the bottom of the chart regarding the reason for the disproportionate increase of inappropriate collaboration issues. When this is factored out, the overall increase is comparable to previous years (265 academic discipline cases in 2012-2013).

For our *non-academic discipline* statistics this year, we have added a new category, “unprofessional conduct”. This resulted from an increase in issues that we defined as “inappropriate use of technology or social media” and includes situations where students posted inappropriate or offensive comments toward others, using social media (e.g., Facebook, chat groups) or by text/email. Some of these matters we dealt with by Faculties as a discipline case (n=6, see Table 3), while others were handled through the Human Rights and Advisory Services office under the Respectful Work and Learning Environment policy (n=7, see Equity category below).

<b>Table 2: Academic Discipline<sup>1</sup></b>	<b>2012-2013</b>	<b>2011-2012</b>
Academic/Scientific Fraud	1	1
Application Fraud	4	1
Forged Documentation	5	1
Personation	3	0
Inappropriate Collaboration	162 <sup>2</sup>	43
Plagiarism	130	123
Cheating:	51	49
<i>Communication during test or exam</i>	10	
<i>Altering answers after grading</i>	2	
<i>Copying during a test or exam</i>	28	
<i>Duplicate submission</i>	7	
<i>Contravene exam regulations</i>	4	
Unauthorized Material	21	24
Other Academic Discipline	2	0
<b>Total</b>	<b>379</b>	<b>242</b>

<sup>1</sup>To assist in comparison between the Student Advocacy annual report and the University Discipline Committee (UDC) report, we re-named some categories to match with the names of similar categories in the UDC report. We have also provided a more detailed breakdown of issues under our category of "Cheating" to try and match as closely as possible with the UDC categories of "Cheating –mid-term tests", "Copying from another student or own previous work" and "Contravention of examination regulations".

<sup>2</sup>In Winter 2013, there were allegations of inappropriate collaboration made against a large number of students registered in one specific department. Student Advocacy assisted 114 students specifically related to this course/issue.

<b>Table 3: Non-Academic Discipline</b>	<b>2012-2013</b>	<b>2011-2012</b>
Inappropriate/disruptive behaviour	4	14
Unprofessional conduct	6	n/a
Inappropriate Use of Computer	0	0
Residence discipline	4	1
Other	5	4
<b>Total</b>	<b>19</b>	<b>19</b>

The remaining issue categories are Administrative (12%), Admission (2%) and Equity (2%). *Administrative* are matters that involve an administrative office. Examples include tuition fee appeals and transcript notation removal requests submitted through the Registrar's Office. *Admission* involves requests for reconsideration or appeals of denied entry to a prospective faculty or program. *Equity* issues involve referral to or coordination with the Human Rights and Advisory Services office. In the reporting year, there were a total of 28 students whose issues fell under this category. Twenty (20) students wished to make a complaint (informal or formal) and 6 students were assisted and identified as a 'respondent' to a complaint. It is important to note that due to an unusual group issue, there were 2 students who were both a complainant and a respondent.

### Resolution of Issues

In 2012-2013, the majority of the issues were resolved informally, the office's preferred avenue of resolution (see Table 4). Of the issues resolved within a "Formal" process (submission of a request or appeal and appearance before an appeals or standings committee), 50% were granted in favour of the student; 11% were given modified outcomes; 28% were denied; 3% of appeals were not heard by a committee; and 8% had decisions pending as of August 31, 2013. Issues closed as "Other" involve situations wherein a student retains a lawyer or a student withdraws his/her appeal after it is submitted (the latter comprising the large majority of these types of resolutions).

<b>Table 4: Resolution of Issues</b>		<b>2012-2013</b>
Informal Resolution		72%
Formal Resolution		27%
Other		1%
<b>Total</b>		<b>100%</b>

Table 5 provides a summary of meetings and hearings attended by the advocates. There was a large increase in the number of meetings (294) that Advocates attended compared to the previous reporting year (251). Mainly this is attributed to the increase in academic discipline issues that involve a preliminary investigation meeting with a student. There was a decrease in the number of hearings the Advocates' attended over last year (128). As noted in the "Resolution of Issues" section, some appeals were not heard by a committee (n = 12).

<b>Table 5: Meetings and Hearings 2012-2013</b>		
Meetings	Academic	58
	Discipline	236
	<b>Total</b>	<b>294</b>
Hearings	Academic	78
	Discipline	28
	<b>Total</b>	<b>106</b>

### Educational Activities

An important mandate of the office is education and outreach. In 2012-2013 the staff prepared and delivered a total of 63 sessions. Staff were invited to speak at student orientations and were asked, throughout the year, to present in classes or to groups of students on student rights and responsibilities, avoiding academic dishonesty or student conduct. In addition to presenting at orientation sessions for new faculty and administrators, staff also offered workshops on the student discipline process, disruptive students, and academic integrity. Highlights include a two-day Graduate Student Seminar organized by Academic Learning Centre, Student Advocacy and Centre for Advancement in Teaching and Learning and 'Conducting Fair Hearings' workshops in conjunction with the Office of Legal Council.

### Academic integrity promotion

Each year, Student Advocacy hosts a full week of activities dedicated to academic integrity awareness and promotion. Academic Integrity Week was held from November 5-9, 2012. The main focus this year



was the U of M's participation in a national survey on Academic Integrity (principal investigators are Don McCabe and Julia Christensen Hughes). Students, faculty and teaching assistants were invited to participate in the online survey to gather information about cheating behaviours, perceptions of cheating at the U of M, as well as perceptions of how cheating cases are handled at the university. In addition, the AI Week events included information booths, prize draws, and airing of a documentary on CBC's DocZone called "Faking the Grade" in which Brandy Usick and some of the office's Academic Integrity Ambassadors participated.

Academic Integrity Ambassadors (AIA) program – this was the third year the Student Advocacy Office has offered this leadership opportunity for students interested in promoting academic integrity on campus. Ali Wood-Warren oversaw eight ambassadors who volunteered during the 2012-2013 academic year: Paulina Rodrigues, Abimbola Adigun, Can Liu, Yining Wang, and Kimberly Maccarthy (new) as well as 3 returning AIAs, Matthew Sanscartier, Laryssa Bogucki, and Hira Sabzwari. The AIAs assisted with Academic Integrity Week and other educational initiatives. Three AIAs (Matthew Sanscartier, Laryssa Bogucki, and Ryan Howard (former AIA) were nominated as Emerging Leaders through the Office of Student Life's Emerging Leaders program.

#### **Committee Work**

Brandy Usick was a member on several committees on behalf of Student Advocacy and Accessibility. Examples of note include the Cooper Commission Implementation Working Group and Senate Committee on Instruction and Evaluation. Brandy co-chairs the Academic Integrity Working Group and co-chaired the Childcare Working Group. Heather Morris chaired the Peers: Students Helping Students 25<sup>th</sup> Anniversary Planning Committee and was the Student Affairs representative on the Peers: SHS Steering Committee. Ali Wood-Warren attended meetings of the U of M Advisor Exchange.

#### **External Committee Work**

*Student Conduct and Academic Integrity Association (SCAIA)*- Brandy Usick is the central representative for SCAIA, a division of our national organization, CACUSS. Brandy was on the National Post Secondary Student Mental Health Steering Committee on behalf of SCAIA.

#### **Scholarly Activities and Professional Development**

Brandy Usick and Heather Morris co-taught the *Role of the Student and Student Needs*, a three-week online course through CHERD. Brian Barth was an interim chair of the PSREB (Psychology/Sociology Research Ethics Board). He also attended a Restorative Justice Institute in Ontario. Brandy attended the NASPA Leadership Institute in New Orleans and the CACUSS conference hosted by McGill University in Montreal, Quebec. Brandy also participated in "Violent Threat Risk Assessment Level II" in Winnipeg.

Brandy co-presented "Student Conduct and Mental Health: Intersections and Implications" with Shawna Bava (University of Calgary) and Deborah Eerkes (University of Alberta). Angel Therrien attended Manitoba Advising Professionals annual conference in Winnipeg.

#### **Recommendations**

The Student Advocacy office would like to offer the following recommendations for further consideration:

##### *University Discipline Committee annual report*

To work with the office of the University Secretary to facilitate a consistent method of data collection and categorization of issues under the existing Student Discipline By-Law categories for "Academic

Dishonesty". This includes preparation of clear guidelines and procedures (preferably on-line) for Departments and Faculties to follow when reporting discipline cases and outcomes to the UDC. This would include clear definitions for the reporting categories for Departments/Faculties to use when classifying discipline cases for the report, as well as ease of reporting cases as they are resolved (rather than toward the end of the reporting year).

*Social media education*

That the University enhance educational initiatives related to informing students about appropriate use of social media as a member of the University community. Student Advocacy has included content within our annual new student orientation presentations and has also begun discussions with Access and Privacy office and other stakeholders regarding this matter.

**Special Acknowledgement**

Student Advocacy would like to acknowledge Dr. Lynn Smith, Executive Director, Student Services who retired in September 2013. Through her vision, hard work and strong dedication to students, the Student Advocacy office is a success, and is a model service across Canadian institutions.



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Office of the  
Vice-President (Academic) & Provost

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January 20, 2014

Mr. R. Karasevich  
Secretary  
Council on Post-Secondary Education  
608-330 Portage Avenue  
Winnipeg, MB R3C 0C4

Dear Mr. Karasevich,

**Statement of Intent: Master of Dentistry (M. Dent.) program in Prosthodontics**

On behalf of the University of Manitoba, I am pleased to submit for your review the attached Statement of Intent (SOI) to introduce a new Master of Dentistry (M. Dent.) program in Prosthodontics.

This three-year program is aimed at producing clinical specialists in the area of Prosthodontics. Graduates will be required to demonstrate successful completion of clinical and didactic requirements in the program by successfully completing didactic, laboratory, and clinical course requirements, and by the successful defence of a thesis within the Faculty of Graduate Studies. In addition, clinical training will be undertaken with supervision by Board Certified Prosthodontists.

As noted, this program would require accreditation by the Commission on Dental Accreditation of Canada (CDAC) which will ensure both that the discipline's educational objectives are met and that graduates will be eligible to take the prosthodontics specialty certification examinations offered by the Royal College of Dentists of Canada and the American Board of Prosthodontics.

Please note that at the University of Manitoba, a SOI is not subject to Senate review and as such cannot be accorded an institutional priority. The 'High' priority rating in the attached document has been provided by the initiating Faculty, and does not necessarily reflect an institutional priority. For your information, the undergraduate program approval process guide that documents our procedures in this regard may be viewed at [http://umanitoba.ca/admin/vp\\_academic/academic\\_programs/3722.html](http://umanitoba.ca/admin/vp_academic/academic_programs/3722.html).

Also note that financial information will not be available until the Full Program Proposal has been completed and reviewed by the University of Manitoba Senate Planning and Priorities Committee, and the Senate Committee on Curriculum and Course Changes.

I would be pleased to provide any additional information that Council may require in consideration of this Statement of Intent.

Sincerely,

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a series of loops and a trailing line.

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

cc: Dr. Joanne Keselman, Vice-President (Academic) and Provost  
Dr. Anthony Iacopino, Dean, Faculty of Dentistry  
Dr. Jay Doering, Dean, Faculty Graduate Studies  
Mr. Jeff Leclerc, University Secretary  
Mr. Neil Marnoch, Registrar  
Mr. Jeff Adams, Executive Director, Enrolment Services  
Ms. Thelma Lussier, Director, Office of Institutional Analysis  
Ms. Cassandra Davidson, Undergraduate Program Analyst



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MEMORANDUM

**DATE:** January 29, 2014  
**TO:** David Barnard, Chair of Senate  
**FROM:** Jeff M. Leclerc, University Secretary   
**SUBJECT:** ***APPROVAL OF MOTION, Board of Governors MEETING – January 28, 2014***

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At its meeting on January 28, 2014, the Board of Governors approved the following motion:

**THAT the Board of Governors approve three new offers, seven amended offers, and the withdrawal of three offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated October 29, 2013].**

**THAT the Board of Governors approve four new offers, ten amended offers, and the withdrawal of twelve offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated November 19, 2013].**

**THAT the Board of Governors approve the closure of the Bachelor of Medical Rehabilitation in Occupational Therapy and the Bachelor of Medical Rehabilitation in Physical Therapy, effective immediately [as recommended by Senate, December 4, 2013].**

**THAT the Board of Governors approve the closure of the Disaster Research Institute, effective immediately [as recommended by Senate, December 4, 2013].**

**THAT the Board of Governors approve the closure of the Master of Science and Doctor of Philosophy in Genetics and the Master of Science in Psychiatry, effective immediately [as recommended by Senate, December 4, 2013].**

Copy: S. Coyston  
D. Jayas

JML/sf

February 12, 2014

## **Report of the Senate Executive Committee**

### **Preamble**

The Executive Committee of Senate held its regular monthly meeting on the above date.

### **Observations**

#### **1. Speaker for the Executive Committee of Senate**

Professor Diana McMillan will be the Speaker for the Executive Committee for the March 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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm)

**Report of the Senate Committee on Instruction and Evaluation RE: Proposed Student Academic Standing and Remediation System, Faculty of Dentistry**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm)
2. The Committee met on January 16, 2014 to consider proposal from the Faculty of Dentistry to establish a Student Academic Standing and Remediation System.

**Observations:**

1. The Faculty of Dentistry is proposing to establish a Student Academic Standing and Remediation System, for students in the Doctor of Dental Medicine degree (DMD). The proposal responds to an increase, in recent years, in the number of students who are experiencing academic difficulty, some of whom do not elect to pursue academic supports or other student services that might promote their success in the program.
2. The purpose of the proposed Student Academic Standing and Remediation System would be to better support student success by providing a mechanism to: (i) identify, monitor, and remediate students who are under-performing in the program; (ii) document and guide administrative decisions regarding dental student progress and remediation; (iii) provide students with feedback on their academic standing and, where necessary, to communicate a need to improve their academic performance; (iv) require students, who must improve their academic performance, to meet certain remediation requirements.
3. The proposed system would establish the following five levels of academic standing based on a student's grade point average (either the Term GPA or interim GPA if the former is not available at the time of assessment), the number of failing grades, and whether a student has met all clinical course milestones: Good Academic Standing, At-Risk Academic Standing, Academic Probation – Level 1, Academic Probation - Level 2, and Disbarred from Clinic. A student Disbarred from Clinic would continue to be registered in the program but would not participate in clinical courses before the required deliverable or deficiency was addressed.
4. All students would begin each academic year in Good Academic Standing. The decision to revise a student's academic status to a lower level would be made by the Associate Dean (Academic) based on a recommendation from the Student Promotion Committee, which meets five times during the academic year. A student who subsequently demonstrates improved performance sufficient to meet the threshold for a higher level would automatically be promoted to that level by the Associate Dean (Academic).

5. The proposed system would not replace existing faculty regulations concerning student assessment or promotion, nor would it introduce a different mechanism for failing or dismissing students from the DMD program.

**Recommendation:**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the establishment of a Student Academic Assessment and Remediation System in the Faculty of Dentistry, effective September 1, 2014.**

Respectfully submitted,

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





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## Faculty of Dentistry

**Office of the Associate Dean (Academic)**

D113D, 780 Bannatyne Ave.

Winnipeg, Manitoba R3E 0W2

Tel: 204-977-5654

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E-mail: [brothwel@cc.umanitoba.ca](mailto:brothwel@cc.umanitoba.ca)

January 17, 2014

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

Dear Dr. Ristock,

Please find the attached revised proposal addressing the changes that Shannon Coyston communicated by e-mail today on behalf of SCIE. I also confirm that the Levels of Academic Standing and intended for internal use by the Faculty, and will not be recorded on the student academic transcript.

Please feel free to contact me at any time if you have any further questions or concerns.

Sincerely,

Dr. Doug Brothwell  
Associate Dean (Academic)

## **Faculty of Dentistry: Proposed new system for Student Academic Standing in the D.M.D. Program**

The Faculty of Dentistry has a need to better identify, monitor, and remediate poorly performing students. To facilitate that process, we propose to implement the following Student Academic Standing and Remediation System which was approved by Dental Faculty Council on November 18, 2013. The Faculty has also recently ratified a new “Communicating Student Progress Policy” which introduced additional student Progress and Promotions Committee meetings and starts the meetings earlier in the academic year. Combined with this proposed Student Academic Standing and Remediation System, we anticipate that low performing students will be identified and assessed at an earlier stage, thus allowing for more effective remediation. This will in turn lead to better subsequent performance, and, ultimately, more successful practicing dentists.

The proposed Student Academic Standing and Remediation System would not replace any of the existing systems within the Faculty of Dentistry, but rather is proposed as an adjunct or tool to better support student success. The proposed system does not add any new mechanism for failing or dismissing students from the program. The mechanism and terms for those more serious decisions will remain unchanged. Instead, the proposed Student Academic Standing and Remediation System will introduce a staged pathway that more objectively supports, and seeks to avoid the need for, these serious decisions.

Under the proposed system, all students in the Faculty of Dentistry will, at all times, possess one of 5 states of Academic Standing as detailed below. Each student will start the academic year in a state of ‘Good Academic Standing,’ but will be subject to a reduction in academic standing should his/her performance on one or more courses meet the threshold for a lower state. Changes in a student’s academic standing will be made by the Associate Dean (Academic), based upon ratified motions of the Student Promotion Committee for each specific year. For the purpose of assigning levels of academic standing, Student Promotions Committee will use the Term GPA, and will also consider the interim GPA calculated based on all marks available at the time of the scheduled committee meeting. The Associate Dean (Academic) will notify the student in writing of any change to his/her academic standing, and will work with the student, Course Coordinators, and Student Support Services to develop a remediation plan appropriate for the student. A student can be restored to a higher state of academic standing (i.e., return to Good Academic Standing) after demonstrating a degree of improved performance that meets the threshold of the higher state.

The Faculty of Dentistry requests that this policy be implemented in the 2014-2015 academic year. Student notification has been handled in the following manner:

- Consultation with all student class presidents at the Student / Faculty Advisory Committee on October 23, 2013.
- A student Townhall discussion and consultation was held on November 15, 2013
- Subsequent to Senate Approval, the final Student Academic Standing and Remediation System will be posted on the student resources area of the Faculty’s website. Notice of implementation and a link to the Faculty website posting will be sent to all dental students via the University of Manitoba student e-mail system.

## Levels of Academic Standing

### 1. Good Academic Standing

*Definition:* A student with:

- No failing grades (*at progress meeting*), and
- TGPA of 2.8 or higher (*or equivalent in ongoing courses*), and
- Meeting all clinical course 'Milestones' <sup>1</sup>

### 2. At-Risk Academic Standing

*Definition:* A student with:

- No failing grades (*at progress meeting*), but
  - TGPA between 2.0 and 2.79 (*or equivalent in ongoing courses*) and/or
  - Short on one achievable clinical course 'Milestone', or
  - an equivalent combination of the above or similar academic problems

### 3. Academic Probation – Level 1

*Definition:* A student with:

- 1 failing grade (*at progress*), with TGPA of 2.8 or higher (*or equivalent*) and/or
- Short on two achievable clinical course 'Milestones', or
- an equivalent combination of the above or similar academic problems

### 4. Academic Probation – Level 2

*Definition:* A student with:

- $\geq 2$  failing grades (*at progress meeting*), or
- 1 failing grade (*at progress meeting*), and TGPA less than 2.8 (*or equivalent*) or
- TGPA  $< 2.0$  (*at progress meeting*), or
- Short on  $\geq 3$  achievable clinical course 'Milestones', or
- an equivalent combination of the above or similar academic problems

### 5. Disbarred from Clinic

*Definition:* A student, previously on academic probation, who has not met the required deliverables of his/her Supportive Learning Plan, and/or where there are substantial concerns related to patient safety, who is temporarily removed from the provision of clinical care, until such time as the required deliverable or deficiency is addressed.

<sup>1</sup> Milestone: A predefined, date-specific, degree of clinical experience specified in a Course Outline or other circulated course materials.

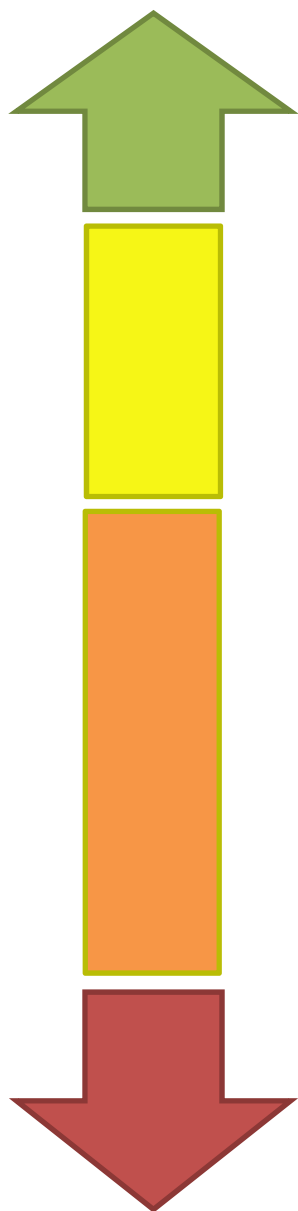
## **Dentistry Student Academic Standing and Remediation System**

The following system is intended as a tool to document and guide administrative decisions regarding dental student progress and remediation. The intent of the system is not to be prescriptive in determining or implementing a remediation system for any individual student, but rather, to ensure that a variety of options are considered for students facing performance issues. Due to the complexities and variations encountered within dental education and between different students, any proposed remediation strategy should be viewed as an ideal goal towards which to strive, rather than a standard that must be achieved. Further, and in all circumstances, the system is intended to provide clear communication to affected students of a need to improve their academic performance, and places the onus for improvement, and for meeting remediation requirements, directly on the student.

All students in the DMD Program will, at all times, possess one of 5 states of Academic Standing as detailed below. Each student will start the academic year in a state of 'Good Academic Standing,' but will be subject to a reduction in academic standing should his/her performance on one or more courses fall below the threshold for a lower state. Changes in a student's academic standing will be made by the Associate Dean (Academic), and will be based upon ratified motions of Student Promotion Committee for the specific year. A student can be restored to a higher state of academic standing (i.e., return to Good Academic Standing) by the Associate Dean (Academic) at any time subsequent to demonstrating a degree of improved performance that meets the threshold for the higher state.

Finally, the Student Academic Standing and Remediation System does not replace, reduce, or alter the normal student assistance or remediation efforts provided by individual instructors and/or Course Coordinators. Instead, the system is a supplement to those important efforts.

## Levels of Academic Standing



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### 4. Academic Probation – Level 2

*Definition:* A student with:

- $\geq 2$  failing grades (*at progress meeting*), or
- 1 failing grade (*at progress meeting*), and TGPA less than 2.8 (*or equivalent*) or
- TGPA  $< 2.0$  (*at progress meeting*), or
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## Remediation Strategies

### 1. Good Academic Standing

*No remediation needed.*

### 2. At-Risk Academic Standing

*Remediation Option Examples:*

- a. Monthly meetings with Class Advisor or Associate Dean (Academic)  
*(Monthly Progress Updates: Course Coordinator)*
- b. Private meetings with Course Coordinators - courses where low standing was achieved  
*(Includes instructor tutoring as deemed necessary)*
- c. Recommended referral: Services for Students at Bannatyne Campus
- d. Recommended referral: Academic Learning Centre
- e. Individualized didactic supports as required (see below)
- f. Individualized preclinical / clinical supports as required (see below)

### 3. Academic Probation – Level 1

*Remediation Option Examples:*

- a. Required to accept a Supportive Learning Plan
- b. Bi-weekly meetings with Class Advisor and Associate Dean (Academic)  
*(Monthly Progress Updates: Course Coordinator)*
- c. Private meetings with Course Coordinators - courses where low standing was achieved  
*(Includes instructor tutoring as deemed necessary)*
- d. Recommended referral: Services for Students at Bannatyne Campus
- e. Recommended Referral: Academic Learning Centre
- f. Assigned Peer Tutor as required
- g. Individualized didactic supports as required (see below)
- h. Individualized preclinical / clinical supports as required (see below)

### 4. Academic Probation – Level 2

*Remediation Option Examples:*

- a. Required to accept a Supportive Learning Plan
- b. Bi-weekly meetings with Class Advisor and Associate Dean (Academic)  
*(Monthly Progress Updates: Course Coordinator)*  
Private meetings with Course Coordinators - courses where low standing was achieved  
*(Includes instructor tutoring as deemed necessary)*
- c. Referral and follow-up: Services for Students at Bannatyne Campus
- d. Referral and follow-up: Academic Learning Centre
- e. Assigned Peer Tutor(s), as required
- f. Assigned Professional Mentor (selected Faculty member for individual mentorship)
- g. Individualized didactic supports as required (see below)
- h. Individualized preclinical / clinical supports as required (see below)

### 5. Disbarred from Clinic

*Remediation Option Examples:*

Student is temporarily disbarred from clinic for failing to meet the agreed deliverable described in the Supportive Learning Plan of his/her Academic Probation. The appropriate steps to restore a higher level of Academic Standing will be decided on an individual basis to best meet the needs of specific students.

## **Didactic/Preclinical/Clinical Supports**

**Note:** The following lists are possible supports that can be considered. The specific supports to be included in a Supportive Learning Plan will be individualized to each specific student. Necessary monitoring resources will be provided by Faculty of Dentistry Student Support Services (i.e., attendance signature sheet, prior reading signature sheet, etc.).

### **Didactic Supports:**

1. Required to obtain instructor signatures confirming 100% attendance of classes.
2. Required to confirm with instructor that assigned prior readings were completed.
3. Required to write a reflective summary of covered concepts after each class: *(see attached)*
  - 1-minute summary
  - Evidence of Learning Worksheet
  - Word/Concept Grid Worksheet
  - Concept Map Worksheet
4. Required to perform additional assignment(s) on select topics.
5. Instructor tutoring for specific courses and/or topics.
6. Attend the next offering of the appropriate Academic Learning Centre workshops:
  - Time Management
  - Concentration
  - Note-taking Tips
  - Multiple-choice Tests
  - Reading Textbooks
7. Attend Academic Learning Centre one-on-one session for individualized support.
8. Assigned a peer tutor for specific class(es), for interested students.
9. Other suggestions:
  - a. Increase study time (1:2 hour class-home ratio).
  - b. Make summary notes (text/readings/class notes).
  - c. Read texts / assigned readings / recommended readings.

### **Preclinical Supports:**

1. Required remedial study and exam prior to resuming pre-clinical lab efforts.
2. Required additional pre-clinical psychomotor practice in deficient areas (assessed):
  - Additional resources will be provided
3. Required pre-brief and de-brief sessions with lab instructor.
4. Required to provide written plan prior to lab each day (ensure knowledge & preparation):
  - a. List of planned lab / simulation procedure(s).
  - b. Sequenced steps for the planned procedure(s).
  - c. Key, context-specific areas of knowledge that will be important.

### **Clinic Supports:**

1. Required remedial study and oral exam prior to resuming clinical care in discipline.
2. Required remedial pre-clinic psychomotor practice in deficient area prior to resuming clinical care in discipline.
3. Clinical supervision to be limited to Course Coordinator or targeted full-time instructor.
4. Required pre-brief and de-brief sessions with clinical instructor.
5. Required to provide written plan prior to clinic each day (ensure knowledge & preparation)
  - a. List of planned clinical procedure(s).
  - b. Sequenced steps for the planned procedure(s).
  - c. Key, context-specific areas of knowledge that will be important.
6. Assigned additional patients / procedures related to the area of concern.
7. Discipline-specific patients will be contacted and booked for the student by CSS:
  - a. Required to attend appointment-booking remediation session.

## Peer Tutors:

A menu of appropriate peer tutors will be maintained each year by:

- Identifying the 2 students with the high standing in select D1-D3 courses that have a history of student failure.
- Inviting these students to participate as peer tutors:
  - If not interested, the student with next highest mark will be selected.
- Having interested students attend a “Peer Tutor Training Session” hosted by the Faculty and held early in the academic year:
  - Student tutors will receive remuneration for their participation in the session.
- Those students completing the training session will comprise the list of available Peer Tutors for each course.

When appropriate, students on “Academic Probation” will be offered a Peer Tutor as part of their Supportive Learning Plan.

- To help avoid personality conflicts, the following steps will be taken:
  - Students on Academic Probation will be asked if there is anyone in the year ahead that they would not like to be tutored by.
  - Peer Tutors in the specific course/discipline will be contacted to determine their interest, and asked if there is anyone in the year behind that they would not like to tutor.
- Arrangements will be made for the student-tutor pair to meet initially with the Student Services Assistant present. A schedule of meetings and expectations will be developed through mutual agreement.
- Student tutors will be paid \$20/hour for the pre-planned schedule, subsequent to receiving a signed ‘time sheet.’



Subject: *Information on the Strategic Planning Framework Input Session*

Dear Participants:

Thank you for participating in the upcoming Strategic Planning Framework input session scheduled for March 5, 2014, following the regularly scheduled Senate meeting (1:30 p.m. in Room 125 Pembina Hall, main level). As you will know from Dr. David Barnard's recent email to the university community, the University is updating its current strategic framework, which was developed in 2009, so that as we move forward, we are building on our existing strengths and developing new areas of excellence.

Under the leadership of Dr. Joanne Keselman, Vice-President (Academic) and Provost, the Strategic Planning Committee is consulting widely with the university community to ensure broad input in this important process. You are encouraged to share your ideas during the session or through the feedback link on the Strategic Planning Framework webpage, which is located at [http://umanitoba.ca/admin/vp\\_academic/SPF%202014.html](http://umanitoba.ca/admin/vp_academic/SPF%202014.html).

Input will be framed around the following three questions:

- 1. To what economic, social, political, demographic trends do we need to pay particular attention as we plan for the future of our University?*
- 2. As a university community, we aspire to provide an outstanding experience to all those who engage with us. What does an outstanding experience look like for:*

*Students?*

*Faculty?*

*Staff?*

*Alumni/Donors?*

*Community Partners?*

*In light of questions 1 and 2, what should we focus on and/or do differently as we look to the future?*