

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, June 24, 2015
1:30 p.m.

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees
 [May 19, 2015]

II ELECTION OF SENATE REPRESENTATIVES

1. To the Senate Executive Committee Page 5
2. Election of a Student Member to Page 6
 the Senate Executive Committee

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Reports of the Executive Committee of the Faculty of Graduate
 Studies on Course and Curriculum Changes
 - a) RE: Departments of Biochemistry and Medical Page 7
 Genetics, Environment and Geography, Civil
 Engineering, Electrical and Computer Engineering,
 Community Health Sciences, and History
 [May 21, 2015]
 - b) RE: Asper School of Business Page 16
2. Report of the Senate Committee on Approved Teaching Page 17
 Centres RE: Cross-Registered Courses and Instructors
 for 2015-2016
3. Report of the Senate Committee Curriculum and Course Page 20
 Changes RE: Program Modifications, Bachelor of
 Human Ecology in Family Social Sciences
4. Academic Regulations for Textile Sciences Programs Page 24
5. Report of the Senate Committee on Medical Qualifications Page 26
 RE: Dr. Felipe Borlot

Dr. Borlot's curriculum vitae will be available for inspection by members of Senate in the Office of the University Secretary and in the Dean's Office, College of Medicine, prior to the May Senate meeting.

IV MATTERS FORWARDED FOR INFORMATION

- | | | |
|----|--|---------|
| 1. | <u>Report of the Senate Committee on Awards – Part A [May 12, 2015]</u> | Page 27 |
| 2. | <u>In Memoriam: Dr. David Lawless</u> | Page 50 |
| 3. | <u>In Memoriam: Dr. Nicholas Tavuchis</u> | Page 51 |
| 4. | <u>Report of the Senate Committee on Curriculum and Course Changes RE: Annual Update on Academic Program Listings</u> | Page 52 |
| 5. | <u>Request for Suspension of Admissions to the Post-Baccalaureate Diploma in Agrology</u> | Page 55 |
| 6. | <u>Request for Suspension of Admissions to the Master of Arts in Icelandic Language and Literature</u> | Page 59 |

V REPORT OF THE PRESIDENT

- | | | |
|----|---|---------|
| 1. | <u>President's Report</u> | Page 62 |
| 2. | <u>Visionary (re)Generation Draft Campus Master Plan for the Fort Garry Campus</u> | |
| 3. | <u>Update on the Capital Campaign</u> | |

VI QUESTION PERIOD

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

VII CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 13, 2015

VIII BUSINESS ARISING FROM THE MINUTES - none

IX REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

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|----|--|---------|
| 1. | <u>Report of the Senate Executive Committee</u> | Page 69 |
| 2. | <u>Report of the Senate Planning and Priorities Committee</u> | |

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

X	<u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u>	
1.	Report of the Senate Committee on Awards – <u>Part B [May 12, 2015]</u>	Page 70
2.	Faculty of Engineering Proposal for an Articulation Agreement, University of Manitoba, Bachelor of Science Degrees in Engineering – UCSI University, <u>Bachelor of Engineering (Honours) Degrees</u>	Page 87
a)	<u>Report of the Senate Committee on Admissions</u>	Page 109
b)	Report of the Senate Committee on Curriculum <u>and Course Changes</u>	Page 110
c)	Report of the Senate Planning and Priorities <u>Committee</u>	Page 112
3.	Report of the Faculty Council of Graduate Studies on Regulation Changes RE: Revisions to Academic Guide <u>and English Language Proficiency Requirements</u>	Page 114
4.	Reports of the Faculty Council of Graduate Studies on <u>Program and Curriculum Changes</u>	
a)	<u>RE: Asper School of Business</u>	Page 119
b)	<u>RE: Department of Soil Science</u>	Page 122
c)	RE: Proposal for a Master of Science in Genetic <u>Counselling</u>	Page 126
i)	Report of the Senate Planning and Priorities <u>Committee</u>	Page 129
5.	Report of the Senate Committee on Admission Appeals RE: Revised Policy and Procedures for the Senate <u>Committee on Admission Appeals</u>	Page 209
6.	<u>Reports of the Senate Committee on Admissions</u>	
a)	RE: Proposal from Enrolment Services to <u>Amend the Blended Entry Template</u>	Page 224
b)	RE: Proposal from the College of Nursing to Amend its Policy regarding Required Courses <u>for Admission</u>	Page 226

7.	Report of the Senate Committee on Instruction and Evaluation RE: Revised Regulations concerning Academic Assessment and Progression for the <u>B.Comm.(Hons.) Program</u>	Page 229
8.	<u>Report of the Senate Committee on Nominations</u>	Page 240
9.	Proposal from the Extended Education Division for a <u>Post-Baccalaureate Certificate in Applied Leadership</u>	Page 259
XI	<u>ADDITIONAL BUSINESS</u> - none	
XII	<u>ADJOURNMENT</u>	

Please send regrets to shannon.coyston@umanitoba.ca or call to 204-474-6892.

Election of Senate Representatives to the Senate Executive Committee

1. Subsection 34(1) of *The University of Manitoba Act* provides that:

The senate has general charge of all matters of an academic character; and, without restricting the generality of the foregoing, the senate shall ...

- (y) elect an executive committee, which shall include
 - (i) the president, who shall be chairman of the committee;
 - (ii) the member of the senate designated by the president to be vice-chairman of the committee;
 - (iii) three members of senate from among the vice-presidents of the university, the deans of faculties and directors of schools;
 - (iv) a member of the board who has been appointed to be a member of the senate;
 - (v) a member elected by the students to be a member of senate;
 - (vi) eight other members of the senate from those elected under section 27 [i.e., elected by faculty/school councils];

2. (a) One Senator elected by faculty/school councils is to be elected for a two-year term ending May 31, 2017;
- (b) eligible for election are members of Senate elected by faculty/school councils;
- (c) presently serving:

Prof. John Anderson	Science	2016
Prof. Judith Anderson	Science	2016
Prof. Tina Chen	Arts	2017
Prof. Brenda Austin-Smith	Arts	2018
Prof. Mary Brabston	Management	2018
Prof. Diana McMillan	Health Sciences	2018
Prof. Archie McNicol	Health Sciences	2018

3. Procedures:

- (a) nominations for the position shall be received from the floor;
- (b) Senators shall vote for one candidate on the ballot provided;
- (c) the candidate receiving the largest number of votes shall be elected;
- (d) in the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

Election of a Student Senator to the Senate Executive Committee

1. The composition of the Senate Executive Committee makes provision for three student assessors. The Assessors are as follows:
 - (a) President of UMSU (or designate) term: May 1, 2015 - April 30, 2016
 - (b) President of GSA (or designate) term: May 1, 2015 - April 30, 2016
 - (c) Student Senator appointed
by caucus of Student Senators term: May 1, 2015 - April 30, 2016
2. The composition of the Senate Executive Committee also makes provision for one elected Student member of Senate. A candidate for this position is nominated by the caucus of Student Senators at Senate. The term for this position is May 1, 2015 - April 30, 2016.
3. Procedures:
 - (a) A nomination for the position shall be provided by the Student Senate Caucus;
 - (b) Senators shall vote by a show of hands.

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

Preamble

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Dept. of Biochemistry & Medical Genetics, Dept. of Environment & Geography, Dept. of Civil Engineering, Dept. of Electrical & Computer Engineering, Dept. of Community Health Sciences, and Dept. of History.

Observations

1. It has been discovered that BGEN 7250, a course modification proposal from the Dept. of Biochemistry & Medical Genetics, originally submitted and approved at the May 13, 2015 Senate meeting, should have had its titled modified and not only its course description. Please note the tracked change below.

The Dept. of Biochemistry & Medical Genetics proposes the modification of one course to update the course title and course description and thereby better reflect the course content.

Course Modification

BGEN 7250 Gene Expression and Epigenetics **3**

Three hours per week, one term. Chromatin structure. Epigenetic regulation of transcription. Gene expression regulation. Bioinformatics.

NET CREDIT HOUR CHANGE **0**

2. The **Dept. of Environment & Geography** proposes the introduction of one course and the deletion of two courses. Most of the contents of the two deletions will be combined in the course introduction, which also reflects the changes in current trends within the discipline and geomatics in particular. The changes improve the course delivery and student experience.

Course Introduction:

GEOG 7872 Advanced Methods in Geomatics

+3

(Lab required) This course focuses on advanced theory and application of geomatic methods and technologies in spatial problem solving. Laboratories provide practical experience in the application of spatial multivariate methods. Prerequisite: Permission of instructor.

Course Deletions:

GEOG 7410 Spatial Analysis in Geography

-3

GEOG 7460 Advanced Methods in Geographic Information Systems

-3

NET CREDIT HOUR CHANGE

-3

3. The **Dept. of Civil Engineering** proposes one course introduction to reflect the research expertise of a new faculty member. The area of cementitious/concrete materials is new to the department and compliments the current suite of graduate courses on Structural Concrete. The proposed course compliments another graduate course offered by the same faculty member (Durability of Concrete) without any overlap. Due to the importance of concrete infrastructure to Manitoba and Canada, the course also responds to the need for educating engineers in this vital field.

Course Introduction:

CIVL 7776 Advanced Concrete Technology

+3

Advanced properties of concrete are introduced through studying key constituent materials (e.g. cement, mineral and chemical admixtures). Concepts of design and control of concrete mixtures are described through defining performance criteria in the field. Characteristics and applications of special concretes (e.g. high-performance and self-consolidating concrete) are covered. Each topic is discussed with respect to mechanisms of action, construction specifications and requirements in Canadian and American standards.

4. The **Dept. of Electrical & Computer Engineering** proposes one course modification to update the title and slightly modify the course description to better reflect the current course content.

Course Modification:

ECE 7560 Topics in Signal Compression and Coding

3

This course covers the fundamental principles underlying lossy coding of information signals for communication and storage: scalar and vector quantization; introduction to rate-distortion theory and high-rate theory; entropy-coded quantization; principles of predictive coding; transform coding and bit-allocation; trellis coding; channel-optimized quantization; applications.

NO CREDIT HOUR CHANGE

5. The **Dept. of Community Health Sciences** proposes thirty-five (35) course modifications to add prerequisites to the course descriptions.

Course Modifications:

CHSC 7130 Methods in Health Services Research and Evaluation

3

Examines the process of planning and conducting research and evaluation to assess health services with an emphasis on the methods by which a question may be translated into a testable hypothesis, and the specification of a research plan that will produce results of maximum internal and external validity. Prerequisites: CHSC 7520, CHSC 7820 or instructor permission.

CHSC 7200 Current Concepts in Global Health: Populations, Policies and Programs

3

The course will focus on global patterns of mortality and morbidity, and the organization of health care services. Social, cultural, and economic issues will be related to health and health services. Prerequisite: instructor permission.

CHSC 7210 Epidemiology of Women's Health

3

This course will deal with problems and concerns particular to women's health. The topics will be approached from an epidemiological perspective but use will be made of materials from health economics, evaluation research, medical sociology and anthropology. Prerequisite: instructor permission.

CHSC 7220 Health and Health Services of First Nations, Métis and Inuit People

3

Seminar-based course critically examines First Nations, Métis and Inuit health status, health care services, historical assumptions about indigenous populations, and 'pre-Canada' world events influencing European colonization of this land with resultant marginalization of original indigenous Peoples. Prerequisites: CHSC 7320, CHSC 7330, or instructor permission.

CHSC 7270 Epidemiology of Chronic (Non-Cancer) Diseases 3

The objective is to study the natural history of chronic diseases including the distribution of diseases, risk and prognostic factors, rationale and strategies for prevention. The methodological issues concerning the investigation of severe disease are also discussed. Prerequisites: CHSC 7520, CHSC 7820, or instructor permission.

CHSC 7290 Economic Evaluation of Health Care 3

The objectives of this course are to enable students to understand economic evaluation methodologies (cost-effectiveness, cost-benefit, cost-utility analysis) as applied to health care and to familiarize them with the applied literature on economic evaluation of health care. Prerequisite: instructor permission.

CHSC 7300 Health Policy and Planning 3

This course defines health policy and describes the planning and decision-making process. Case studies will be used to illustrate and critique the substance, process and outcome of policy papers that address contemporary policy issues. Prerequisite: instructor permission.

CHSC 7310 Epidemiology of Health Care 3

This course will discuss the advantages and disadvantages of using large administrative data bases for research purposes. Substantive topics dealt with include: regional variations in provision and utilization of health care, short- and long-term outcome studies, individual physician behavior, and technology assessment. Policy implications are considered. Prerequisites: CHSC 7520, CHSC 7820, or instructor permission.

CHSC 7320 Organization and Financing of the Canadian Health Care System 3

Students will study the historical development and current structure of the Canadian health care system and relate its development to changes in social and political factors. The course provides an economic perspective on current policy issues in the organization, financing, and delivery of health care in Canada. Prerequisite: instructor permission.

CHSC 7330 Cultural Perspectives on Illness and Medical Practice 3

The objective of this course is to make students aware of the ways in which disease, illness, and medical practice are socially and culturally mediated. The course will examine cultural influences on the experience and expression of illness and consider the medical practitioner's role in the development and provision of culturally responsive health care. Prerequisite: instructor permission.

CHSC 7360 Clinical Trials 3

The Randomized Clinical Trial is the only true experiment in clinical research. This course is

intended to give students detailed knowledge of the design and implementation of RCTs. Students will participate in a qualitative review of RCTs. Prerequisites: CHSC 7520, CHSC 7820, or instructor permission.

CHSC 7362 Systematic Reviews and Meta-Analysis 3

Systematic reviews and meta-analysis are integral to research success. Lectures and skill sessions will parallel the steps needed for successful completion of rigorous systemic reviews and meta-analyses of intervention studies. Prerequisites: CHSC 7520 and CHSC 7820, or instructor permission.

CHSC 7380 Prevention and Health 3

The course will cover frameworks used in formulating preventive strategies. Topics will include risk factor assessment, screening, health education, legislation, litigation, lifestyle and prevention. Actual case studies will be used. Prerequisites: CHSC 7520, or instructor permission.

CHSC 7390 Health Promotion 3

An examination of theories, principals, practices and settings for health promotion. Prerequisites: CHSC 7520 or instructor permission.

CHSC 7430 Seminars on Advance Topics II in Methods of Health Care 3

Seminars dealing with current research issues, emerging methodologies and analytical techniques will be offered for advanced students. Prerequisite: instructor permission.

CHSC 7450 Epidemiology of Communicable Diseases 3

Overview of epidemiological principals in communicable disease investigation and prevention and specific issues in controls of certain specific communicable diseases of public health importance in Canada will be introduced. Prerequisites: CHSC 7520, CHSC 7820, or instructor permission.

CHSC 7460 Environmental Health 3

The aim of the course is to acquaint the student with the role of the environment (general and specifically working) as the determinant of health. The content of the course will be presented in the form of lectures, seminars, and field visits. Prerequisites: CHSC 7520 or instructor permission.

CHSC 7490 Empirical Perspectives on Social Organization and Health 3

This course will focus on a selected review of the epidemiological literature which has integrated social factors in the investigation of the distribution of health and illness in society. The course will review a selection of important empirical studies in investigating the roles played by social, psychological and economic status factors in determining health and illness. Emphasis will be placed on identifying the central theoretical and methodological approaches to defining and measuring socioeconomic status in this literature. Prerequisites: CHSC 7520, CHSC 7820, or instructor permission.

CHSC 7500 Core Concepts in Public Health**3**

Public Health is a multi-disciplinary field of inquiry and practice that addresses the social and biological dimensions of population health. The course provides students with an introduction to this field and examines historical and current theoretical debates relating to the science and art of protecting, promoting and restoring the health of the population through organized societal activity. Prerequisite: Instructor permission is required for students not admitted to the CHS Master of Public Health program.

CHSC 7510 Current Topics in Community Health**3**

Focus on current issues and topics in community health, particularly as they relate to Manitoba and to Canada. Emphasis will be placed on current literature and ongoing research to examine emerging policies and programs within health care and social development. Prerequisites: CHSC 7520, CHSC 7810 or CHSC 7820, CHSC 7320, or instructor permission.

CHSC 7520 Principles of Epidemiology 1**3**

This course will introduce the basic concepts and methods of epidemiology, including the definition and measurement of health status and health determinants in populations, assessing health risks and inferring causation, and issues in the design and analysis of population health studies. Prerequisite: instructor permission.

CHSC 7530 Principles of Epidemiology II**3**

This course follows the Principles of Epidemiology I and discusses the applications of epidemiologic principles in public health practice, including the investigations of epidemics, disease surveillance, clinical applications, evaluation of health programs, and the planning of preventive programs. Students will also receive instruction in microcomputer applications and use of EPI-INFO software for data entry, analysis and presentation. Prerequisites: CHSC 7520, CHSC 7810 or CHSC 7820, or instructor permission.

CHSC 7540 Advanced Epidemiology**3**

Advanced epidemiologic research methods focusing on selected epidemiological issues (bias, confounding, matching, etc.). Discussion will be directed to both epidemiological and statistical considerations to find the optimal solution to a research problem. Prerequisites: CHSC 7830, CHSC 7530, or instructor permission.

CHSC 7550 Observational Epidemiology**3**

Intermediate epidemiological research methods focusing on case-control and cohort studies, with discussion on issues relating to planning and design, implementation, and data analysis. Prerequisites: CHSC 7520, CHSC 7530, CHSC 7820, or instructor permission.

CHSC 7560 Epidemiology of Cancer**3**

This course introduces the magnitudes, risk factors and prevention strategies of cancer. It focuses on current knowledge related to the etiology of cancer, medical interventions and potential for prevention. Prerequisites: CHSC 7520 or instructor permission.

CHSC 7710 Social Aspects of Aging**3**

This course is an advanced seminar designed to examine current social issues in aging. The course is organized around selected topics related to aging. Where possible, the Canadian

experience will be compared to international trends and diversity will be highlighted. The first section is a review of the field of gerontology, ageism, demographic trends, theoretical perspectives and methods and the second section explores contemporary social issues. This course is a required course for the Graduate Specialization in Aging Certificate. Prerequisite: instructor permission.

CHSC 7720 Health and Aging

3

This course is an advanced seminar designed to examine health and health care issues in aging. Where possible, the Canadian (or Manitoban) experience will be highlighted. Key topics in the health domain will be covered, such as frailty, mental health and dementia. The provision of care for older adults will also be covered, focusing on both the formal care system, as well as informal care providers. This course is a requirement for the Graduate Specialization in Aging. Prerequisite: instructor permission.

CHSC 7730 Topics in Health Services Research

3

This course will expose students to select health services research topics that are particularly relevant in Manitoba and Canada. Students are expected to actively engage in seminars led by health services researchers and decision-makers, and also provide informative presentations in their own area of research. Students will also gain Knowledge about various communication and knowledge translation strategies. Pre and/or Co-Reqs: CHSC 7320 and one of CHSC 7310 or CHSC 7300, or instructor permission.

CHSC 7740 Advanced Qualitative Methods

3

The purpose of this course is to provide students with fundamental aspects related to qualitative research methods and analysis. By the end of the course, students should have an understanding of the principles and practices involved in: the application of different social theories to qualitative methods; designing a qualitative research study; various ways of collecting qualitative data and analyzing written texts; ways of integrating qualitative methods in a mixed methods design; developing different products for knowledge exchange activities; and 'hands-on' experience in doing qualitative analysis using qualitative software. Prerequisites: a previous qualitative course or CHSC 7860, or instructor permission.

CHSC 7810 Biostatistics for Health and Human Sciences 1

3

An introduction to statistical ideas and techniques for health sciences and human research. Describing data, patterns in data, the normal distribution. Principles of estimation and principles of hypothesis testing. Principles and practice of the major statistical tests (t tests, analysis of variance, Chi squared tests, correlation and regression). Nonparametric statistical techniques. The use of statistical software to carry out statistical analysis. Analytical decision strategies. Prerequisite: instructor permission.

CHSC 7820 Biostatistics for Community Health Sciences 1

3

The course will cover techniques of research design and analysis for community health researchers. Topics include: principles of experimental design, study size determination, statistical software as an analytical tool, techniques for the analysis of continuous outcomes, analysis of variance for multi-way, factorial and split-unit experiments, and multiple regression and general linear models. Introduction to more advanced statistical methods including logistic regression and survival models. Prerequisites: 3 credit hour statistics course within five years, or instructor permission is required.

CHSC 7830 Biostatistics for Community Health Sciences 2

3

This course will cover techniques for the analysis of complex data sets involving continuous, categorical and time-related outcome variables. Principles of statistical modeling. The behavior of non-continuous variables. Categorical outcome variables and logistic regression. Poisson outcome variables and Poisson regressions. Time-dependent outcomes, survival analysis and proportional hazards regression. Prerequisites: CHSC 7820 with minimum grade B+, or instructor permission.

CHSC 7860 Methods and Concepts for Community Health Sciences 3

This course is designed to provide both a practical and theoretical introduction to qualitative, quantitative, and multi-method approaches used in health research. The emphasis in the course will be on applied research, consistent with the characteristics of the Department of Community Health Sciences as a whole. Corequisites: CHSC 7810 or CHSC 7820, CHSC 7520, or instructor permission.

CHSC 7870 Health Survey Research Methods 3

Students critically examine the use of health survey methodology within epidemiology. They also learn to apply survey methodology, as a means to gain a strong appreciation of the reflective, theoretical and analytical thinking required to successfully design and implement epidemiological health surveys. Prerequisites: CHSC 7520 or instructor permission.

CHSC 8600 Senior Seminar in Community Health Sciences 3

This seminar course is designed to engage senior students in the field of health research. The emphasis in the course will be to discuss great research studies that have changed or challenged the way we think about health or conduct research, seminal research endeavors from Manitoba, research studies that were not successful, and controversies and the role of media in health research. A focus of the course will be to discuss great research projects, programs, and institutions. This is an advanced course intended for Ph.D. students. Prerequisites: CHSC 7820, CHSC 7860, or instructor permission.

NO CHANGE IN CREDIT HOURS

6. **The Dept. of History** proposes one (1) course deletion and one (1) course introduction to (re)introduce the course under a new title (no time period restriction) and to update the course description.

Course Deletion:

HIST 7670 Studies in Canadian History, 1870-1919 -6

Course Introduction:

HIST 7672 Studies in Canadian History +6

This course will focus on social, intellectual, political, and economic themes with emphasis on the western Canadian experience. Specific topics will vary from year to year depending upon

the interests of the instructor. Students may not hold credit for both HIST 7672 and the former HIST 7670.

NO CHANGE IN CREDIT HOURS

Recommendations

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

Dept. of Biochemistry & Medical Genetics

Dept. of Environment & Geography

Dept. of Civil Engineering

Dept. of Electrical and Computer Engineering

Dept. of Community Health Sciences

Dept. of History

Respectfully submitted,

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

/ak

June 3, 2015

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

Observations

Re: Deletion of MSCI 6070 Quantitative Analysis (3)

I am writing to request that Asper School of Business course *MSCI 6070 Quantitative Analysis (3)*, originally approved for deletion at the May 13, 2015 Senate meeting, be delayed until such time as *MSCI 7140 Quantitative Analysis for Management (3)*, currently proposed for vetting at the August 24, 2015 Senate Planning & Priorities Committee, be approved and implemented. Effective date for both courses is expected to be Winter 2016 term. If the course deletion were implemented before the course introduction, it would leave a gap in the curriculum and cause registration complications especially for students on study permits.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Executive Committee

Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2015-2016

Preamble

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.htm2.
2. Since last reporting to Senate, the Senate Committee on Approved Teaching Centres has considered the list of proposed courses and instructors as submitted by Booth University College and by the Prairie Theatre Exchange (PTE) for cross-registration with the University of Manitoba in 2015-2016.

Observations

1. Booth University College

The Committee considered cross-registered courses to be offered by Booth University College in the 2015-2016 academic session and proposed instructors, as set out in Appendix A. Approval has been received from appropriate departments in the Faculty of Arts.

2. Prairie Theatre Exchange

The Committee reviewed cross-registered courses to be offered by the Prairie Theatre Exchange in 2015-2016 and proposed instructors, as set out in Appendix A. Approval has been received from the Department of English, Film, and Theatre.

3. The University Secretary's Office will advise the Department of Religion and the SCATC when an instructor for the course, REL 200 Biblical Foundations (Old Testament) has been appointed by Booth University College.

Recommendations:

The Senate Committee on Approved Teaching Centres recommends:

THAT Senate approve the Report of the Senate Committee on Approved Teaching Centres concerning cross-registered courses and instructors, as outlined in Appendix A [May 13, 2015].

Respectfully submitted,

Senate Committee on Approved Teaching Centres

APPENDIX A

Cross-Registered Courses to be offered at Approved Teaching Centres and Proposed Instructors for 2015-2016

Table 1 – Booth University College

U of M Dept, School or Faculty	Course No.	Booth University College
English, Film, and Theatre	ENGL 1200	Representative Literary Works (ENG 107) - Michael Boyce (Fall 2015), Jason Peters (Winter 2016)
History	HIST 1350	Introduction to the History of Western Civilization to 1500 (HIS 104) - Lloyd Penner
	HIST 1360	Introduction to the History of Western Civilization from 1500 (HIS 105)
Psychology	PSYC 2530	Personality (PSY 320) - James Cresswell
Religion	RLGN 2160	Biblical Foundations Old Testament (REL 200) - TBA
	RLGN 2170	Biblical Foundations New Testament (REL 201) - Roy Jeal
	RLGN 1320	World Religions (REL 270) - Andrew Eason
Sociology	SOC 1200	Introduction to Sociology (SOC 100) - Caitlin Forsey
University 1	ARTS 1110	University Writing (ENG 100) - Jason Peters

Table 2 – Prairie Theatre Exchange School

U of M Dept, School or Faculty	Course No.*	Prairie Theatre Exchange School
English, Film, and Theatre	Term 1	Spoken Voice - Kendra Jones
	Term 1	Stage Fighting - Rob Borges
	Term 1	Voice Over Level 1 - Curtis Moore
	Term 1 and 2	Musical Theatre - Erin McGrath
	Term 1 and 2	Improvisation - Robyn Slade
	Term 1 and 2	Playwriting - Hope McIntyre
	Term 1 and 2	Finding Funny - Jane Testar and Cara Lytwyn
	Term 1 and 2	Improv Performance - Robyn Slade
	Term 2	Voice Over Level 2 - Curtis Moore
	Term 2	Audition - John B. Lowe (with guest speakers)

* Students who complete two special workshops in the fall term will receive credit for THTR 2170. Students who complete two special workshops, one in the fall term and one in the winter term, will receive credit for THTR 2490.

Report of the Senate Committee on Curriculum and Course Changes RE: Program Modifications, Bachelor of Human Ecology in Family Social Sciences

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
2. In an electronic poll conducted between May 8 and May 13, 2015, the SCCCC reviewed a proposal from the Faculty of Human Ecology regarding program modifications to the Bachelor of Human Ecology in Family Social Sciences.

Observations:

1. The Faculty of Human Ecology is proposing a modification to the program requirements for the Bachelor of Human Ecology in Family Social Sciences. The modification involves a current requirement for 3 credit hours of Faculty electives at the 3000- level or higher. The requirement is to be amended to require that students complete an additional 3 credit hours of program electives (i.e. FMLY electives). The required number of program electives would increase from 24 to 27 credit hours, with at least 3 credit hours having to be at the 3000- level or higher.
2. The amendment is required as it is anticipated that the Faculty of Human Ecology will be closed, effective July 1, 2015 (pending approval by the Board of Governors).

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends THAT:

Senate approve program modifications to the Bachelor of Human Ecology in Family Social Sciences, as proposed by the Faculty of Human Ecology, and set out in the attachment to the Report.

Respectfully submitted,

Professor G. Smith, Acting Chair
Senate Committee on Curriculum and Course Changes

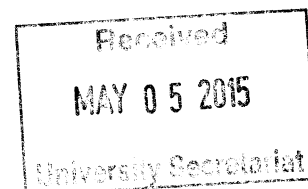


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May 1, 2015



To: Mr. Jeff Leclerc
University Secretary
Office of the University Secretary
University of Manitoba
312 Administration Bldg.

Fr: Dr. Kerstin Roger, Chair
Curriculum Committee
Faculty of Human Ecology

Re: Items for consideration by the Curriculum and Course Change Committee of Senate

The following has been endorsed by the Department of Family Social Sciences, the Faculty of Human Ecology's Curriculum Committee and the Human Ecology Faculty Council on April 24, 2015. Please place this on the agenda for the Curriculum and Course Change Committee of Senate.

Department of Family Social Sciences

1. MOTION: That the Bachelor of Human Ecology (Family Social Sciences) requires 27 credit hours of FMLY courses electives, 3 credit hours of which must be at the 3000 level or higher. Other current requirements including free electives (27 credit hours) and outside electives (12-15 credit hours) will remain the same.
2. RATIONALE: During a routine review of calendar entries and in preparing for the upcoming merger on July 1, it came to the attention of the Undergraduate Committee Family Social Sciences that a change is needed in the Bachelor of Human Ecology (Family Social Sciences) program concerning the requirement of 3 credit hours of faculty electives at the 3000 level or higher. These 3 credit hours of faculty electives are now required as FSS department electives, given that the Faculty of Human Ecology will no longer exist as of July 1, 2015.

4.4.1 Students Admitted in September 2015 or Later

Courses to be taken by all Family Social Sciences students:

Course Number	Course Name	Credit Hours
STAT 1000	Basic Statistical Analysis	3
One of STAT 2000, COMP 1260 or any other Science course	Basic Statistical Analysis 2, Introductory Computer Usage 1, or any other Science course	3
One of: ECON 1010, 1020, 1210 or 1220	Principles of Economics, Introduction to Canadian Economic Issues, or Introduction to Global and Environmental Economic Issues and Policies	3 - 6
HMEC 2000	Research Methods and Presentation	3
HMEC 3000	Introduction to Social Epidemiology	3
HEAL 2600	Integration of Health Determinants of Individuals	3
FMLY 1000	Families in Contemporary Canadian Society	3
FMLY 1010	Human Development in the Family	3
FMLY 1012	Introduction to Social Development	3
FMLY 1420	Family Management Principles	3
FMLY 2400	Family Financial Health	3
FMLY 2500	Diversity and Families	3
FMLY 3750	Fundamentals of Health Promotion	3
FMLY 3780	Introduction to the Development of Programs for Children and Families	3
FMLY 3790	Introduction to the Evaluation of Programs for Children and Families	3
PSYC 1200 or SOC 1200	Introduction to Psychology or Introduction to Sociology	6
	Program Electives* (3 cr. hr. must be at the 3000 level or higher	24-27
Faculty Electives	 (3 cr. hr. must be at the 3000 level or higher)*	3
	Outside Electives	12 - 15
	Free Electives	27

Notes:

1. If students choose ECON 1010 and 1020 (former 1200) or ECON 1210 and 1220, 12 credit hours of outside electives are required.
2. All courses listed in the general Family Social Sciences section (above) are required. In addition, students must choose at least one area (Option) in which to focus their studies. In the following section, the courses required to fulfill each Option are listed. They will partially meet department, outside and free elective requirements. More courses will be required to complete the 120 credit hour degree. Students are encouraged to take more than one Option. Each Option must consist of 18 non-overlapping credit hours; that is, no course can satisfy the requirement of more than one Option.
3. * Any non-required FMLY course is a Bachelor of Human Ecology (Family Social Sciences) program elective. At least one of the non-specified program electives must be at the 3000-4000 level. For more information, students are asked to contact the Academic Advisor for the Bachelor of Human Ecology Family Socials Sciences Degree Program.



UNIVERSITY
OF MANITOBA

Faculty of Agricultural and Food
Sciences

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MEMORANDUM

DATE: April 28, 2015
TO: Dr. Joanne Keselman, Vice-President (Academic) and Provost
FROM: Dr. Karin Wittenberg, Dean, Faculty of Agricultural and Food Sciences
SUBJECT: Academic Regulations Textile Sciences Program *as per Mark's Scan*

On March 17, 2015, the Board of Governors, on recommendation of Senate, approved the merger of the Department of Textile Sciences (TX) to the Department of Biosystems Engineering, Faculty of Agricultural and Food Sciences (FAFS). Accordingly, effective the Fall 2015 academic term, all associated programs in Textile Sciences will become part of the Faculty of Agricultural and Food Sciences. The proposal submitted to Senate noted the need for flexibility in the implementation of this move of TX between Faculties during and immediately after the transition period. In subsequent discussions between both Faculties, TX, and the Provost's office, it was agreed that such flexibility would be needed in particular for the regulations governing the undergraduate academic programs offered by TX as they move from the Faculty of Human Ecology (HE) to FAFS. The programs affected include:

- Bachelor of Science (Textile Sciences): *includes Product Development stream and Textile Development stream.*
- Minor in *Textile Sciences*

It was agreed that, until such time as a full review of the academic regulations for these programmes has been carried out, the programmes should continue to be governed by the relevant HE and TX regulations. It was envisioned that the full review and Senate ratification must be completed before 30th June 2016.

The resolution presented and approved at FAFS Council on 22nd April 2015 is:

"Faculty Council approves the motion that after 1st July 2015, programmes offered by TX continue to be governed by the relevant components of current HE and TX regulations until such time as a complete review of the regulations has been undertaken and the results of such review are approved by Senate."

At an appropriate point, which we suggest would follow formal approval of the resolution above by FAFS Council, the following statement be inserted into the university calendar under the appropriate headings for both FAFS and HE. That statement will read:

"On March 17, 2015, the Board of Governors, on recommendation of Senate, approved the merger of the Department of Textile Sciences to the Department of Biosystems engineering, Faculty of Agricultural and Food Sciences. Accordingly, effective the Fall 2015 academic term, all associated programs in Textile Sciences will become part of the Faculty of Agricultural and Food Sciences.

As outlined in the proposal submitted to Senate in March 2015, the implementation process will need to be flexible to best facilitate the appropriate approvals of any identified adjustments or changes, where required. In the interim and until such time that a review is completed and the required approval(s) received, the Textile Sciences programs – as listed above - will continue to be governed by current Faculty of Human Ecology academic regulations and the Textile Sciences program regulations."

June 11, 2015

Ms. Shannon Coyston
Academic Specialist
Office of the University Secretary
314C Administration Building

Re: Application for Approval under Section 64 of the Manitoba Medical Act - Dr. Felipe Borlot

Dear Colleagues:

The Senate Committee on Medical Qualifications met yesterday to consider the application from the Department of Pediatrics, Faculty of Health Sciences, College of Medicine, University of Manitoba, to grant Dr. Borlot a certificate under the academic seal of the university. Dr. Borlot's curriculum vitae and letters of support are enclosed.

Dr. Borlot received his medical degree from Escola Superior de Ciências da Santa Casa de Misericórdia de Vitória, ES, Brazil. He currently holds a license with the College of Physicians and Surgeons of Ontario and will be completing clinical and research fellowships on June 30, 2015 in the Division of Neurology, University of Toronto.

In summary, Dr. Borlot is well trained, has shown productivity as a scholar and is an effective strong team player. He is considered to be a valuable teacher and has a high level of clinical and research skills.

The Senate Committee on Medical Qualifications unanimously supports this application for use of Section 64. The Head, Department of Pediatrics, Dr. Terry Klassen considers, and the Senate Committee on Medical Qualifications agrees, that Dr. Borlot will bring strength to the University of Manitoba, Department of Pediatrics, Pediatric Neurology positioning us strongly in genetic causes of epilepsy based on his accomplishments to-date and the letters of support.

The Senate Committee on Medical Qualifications would appreciate your support for this application of to grant Dr. Borlot a certificate under the academic seal of the University to the College of Physicians and Surgeons of Manitoba.

Sincerely,


Sara J. Israels, MD FRCPC
Vice Dean, Academic Affairs
Chair, Senate Committee on Medical Qualifications

Cc: Dr. Terry Klassen, Head, Department of Pediatrics
Dr. Brian Postl, Dean, College of Medicine & Dean, Vice Provost, Faculty of Health Sciences
Dr. Anna Ziomek, Registrar, College of Physicians & Surgeons of Manitoba

/md

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A

Preamble

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

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

Observations

At its meeting of May 12, 2015 the Senate Committee on Awards approved 16 new offers, 19 amended offers, and the withdrawal of one award as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated May 12, 2015).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 16 new offers, 19 amended offers, and the withdrawal of one award as set out in Appendix A (dated May 12, 2015). 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 May 12, 2015

1. NEW OFFERS

Audrey Soloduk Memorial Bursary

In memory of Audrey Soloduk, a trust fund has been established at the University of Manitoba. The purpose of the fund is to provide support to students in the College of Nursing. The capital and available annual income will be used to offer bursaries a total of three times beginning in the 2015-2016 academic session and continuing until the funds have been exhausted in 2017-2018. The first two bursaries will be valued at \$1,500 each. The value of the bursary will be adjusted in the final year to spend out the remainder of the trust. Each year, one bursary will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in any year of study in the Bachelor of Nursing Program offered by the College of Nursing;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be the Student Awards Committee of the College of Nursing.

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

Bereziuk-Kushniryk Graduate Fellowship in Ukrainian Studies

Emil and Lynette Hain have established an endowment fund at the University of Manitoba with an initial gift of \$25,000 in 2014 to offer the Bereziuk-Kushniryk Graduate Fellowship in Ukrainian Studies. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to recognize the academic achievements of graduate students whose research topic is focused on Ukrainian Canadians, Ukraine, or the Ukrainian diaspora. Beginning in the 2016-2017 academic year, the available interest from the fund will be used to offer one fellowship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in a graduate program offered by the Department of German and Slavic Studies at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) has demonstrated academic excellence in studies related to Ukrainian Canadians, Ukraine, or the Ukrainian diaspora.

To support criterion (3), applicants will be required to submit the following materials:

- (a) a brief personal statement (maximum 500 words) explaining the applicant's interest in the research topic and why it was chosen;
- (b) an essay (maximum 1,000 words) summarizing the approved thesis proposal, with emphasis given to how it relates to Ukrainian Canadians, Ukraine, or the Ukrainian diaspora;
- (c) a *curriculum vitae*;
- (d) a reference letter from their advisor.

If there are no eligible candidates, the fellowship will be offered to a full-time student in any other graduate program who is working on a topic that deals with Ukraine, makes use of sources in Ukraine or in the Ukrainian language, or has Ukrainian Canadians as the research focus, and meets criteria (2) and (3).

The Vice Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of German and Slavic Studies (or designate) to name the selection committee for this award. The committee will include a minimum of one faculty member from the Department of German Slavic Studies who teaches Ukrainian studies, one faculty member from the Centre for Ukrainian Canadian Studies, and a local member of the Hain family (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.

CYKE Bursary

Cynthia Shiu Yee Chan & Hung Kei Chan have established an endowment fund at the University of Manitoba with a gift of \$40,000 in 2014. The purpose of the fund is to provide financial support to full-time students at the University of Manitoba. Beginning in the 2016-2017 academic year, the available annual interest will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in any faculty, college, or school at the University of Manitoba;
- (2) has a record of competent academic achievement: a minimum degree grade point average of 3.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The Director of Financial Aid and Awards (or designate) will name the selection committee for this award.

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

Diana Lynn Kelm Gattinger Scholarship

The Gattinger family (hereinafter referred to as <<*the Donor*>>) has established an endowment fund with an initial gift of \$50,000 to offer a memorial scholarship at the University of Manitoba in honour of daughter and sister, Diana Lynn Kelm. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to reward students who have made significant contributions while volunteering their time in a program jointly hosted and facilitated by the Student Counselling Centre and the Health and Wellness Educator of the University of Manitoba. Beginning in the 2016-2017 academic year, the available annual interest from the fund will be used to offer one scholarship to a student who:

- (1) is enrolled part-time or full-time in any year of study in any faculty, college, or school at the University of Manitoba;
- (2) has achieved:
 - (a) for undergraduate students, a minimum degree grade point average of 3.0; or
 - (b) for graduate students, a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) is a returning volunteer at the Student Counselling Centre and has made the most significant contribution to the Centre, either through programming, leadership, mentoring, and/or innovative work.

To support criterion (3), nominations (maximum 250 words) will be invited from either the Student Counselling Centre staff or the Health and Wellness Educator.

The Director of the Student Counselling Centre (or designate) will name the selection committee for this scholarship. Any graduate student recipients named to receive the scholarship under category (2)(b) above

will be reported through the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies.

The scholarship shall cease thirty-five (35) years after its establishment, at which time the Board of Governors of the University may direct any remaining capital of the donation to another scholarship fund.

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.

Direct Entry Scholarship in Actuarial Mathematics

An endowment fund has been established at the University of Manitoba, with initial gifts beginning in 2001 and now totaling approximately \$50,000 to encourage high school students to pursue studies in Actuarial Mathematics in either the I.H. Asper School of Business or the Faculty of Science. Each year, beginning in 2015-2016, the available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is admitted to, and enrolls full-time (minimum 80% course load) in, the first year of study, via direct entry from high school in either:
 - (a) the B.Comm. (Hons) degree program in the I.H. Asper School of Business, or
 - (b) the B.Sc. degree program in the Faculty of Science;
- (2) has indicated their intention to pursue a major in Actuarial Mathematics, or Statistics – Actuarial Mathematics, via application for this award;
- (3) has achieved a minimum 85% average over the following courses (or their equivalents):
 - (a) Pre-Calculus Mathematics 40S,
 - (b) English 40S or Anglais 40S,
 - (c) at least one other 40S course.

Candidates will be required to submit an application to the I.H. Asper School of Business that includes a copy of their high school transcript and indicates their intention to pursue a major in Actuarial Mathematics or Statistics – Actuarial Mathematics.

Candidates will be ranked according to their mark in Pre-Calculus Mathematics 40S (or equivalent) and the scholarship will be awarded to the top ranking student. In the event of a tie, candidates will continue to be ranked according to their next highest mark in a 40S (or equivalent) course until the tie is broken.

The selection committee shall be jointly named by the Dean of the I.H. Asper School of Business (or designate) and the Dean of the Faculty of Science (or designate) and will include the Director of the Warren Centre for Actuarial Studies and Research (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.

Eirikur and Thorbjorg Stephanson Travel Award

Agnes Stephanson Cooke has established an endowment fund at the University of Manitoba with an initial gift of \$50,000 in 2014. The purpose of the fund is to provide travel awards to students who have successfully qualified to take part in the Icelandic Field School offered by the Department of Icelandic Language and Literature. The donor has provided an additional gift of \$5,000 to offer the first awards in 2015-2016. Beginning in 2016-2017, the available annual interest, plus any unspent revenue, will be used to offer the awards. Each year, two travel awards of equal value will be offered to students who:

- (1) are enrolled as either:

- (a) a full-time undergraduate student (minimum 80% course load) in the Faculty of Arts with a declared Major or Minor in Icelandic Language and Literature; or
- (b) a full-time graduate student in the Faculty of Graduate Studies, in a Master's program delivered by the Department of Icelandic Language and Literature;
- (2) have been accepted to attend the Icelandic Field School, offered in cooperation with the University of Iceland in Reykjavik and the University Centre of the West Fjords;
- (3) have achieved the highest degree grade point averages out of those students who have met the above criteria, with a minimum of:
 - (a) 3.0, for undergraduate students; or
 - (b) 3.5 based on the last 60 credit hours of study (or equivalent), for graduate students.

In the event of a tie, the travel award will be offered to the student who has completed more courses in the area of Icelandic language and literature.

In the event there are no students that meet criterion (1), the award may be offered to full-time students (minimum 80% course load for undergraduates) enrolled in any undergraduate or graduate program offered by the Faculty of Arts who have also satisfied criteria (2) and (3).

The travel awards will be available each year the Icelandic Field School course is offered.

The travel awards will first be applied to the recipients' tuition fees for the Field School. In the event that there are funds remaining once those expenses have been paid, the recipient can request a cheque from the Financial Aid and Awards office, to offset the costs of travel and course supplies.

The selection committee will be jointly named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies and the Department Head of the Icelandic Language and Literature (or designate), and will include the Area Director of Summer Session - Extended Education (or designate). Any graduate student recipients named to receive the award will be reported through the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies.

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.

Geza and Trudi Racz Scholarship in Soil Science

With a gift in 2015, Geza and Trudi Racz established an endowment fund at the University of Manitoba to recognize academic achievement and encourage further study in the field of Soil Science. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the fourth year of study in the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has declared their intention to pursue graduate studies via application for this award.

Preference in selection will first be given to students with a declared minor in Soil Science who intend to pursue graduate studies in the field of Soil Science. If there are no candidates that meet these criteria, the award may be offered to a fourth-year student in the Agronomy program who otherwise meets criteria (2) and (3).

Candidates will be required to submit an application to the Faculty of Agricultural and Food Sciences that includes a brief statement (maximum 500 words) describing their intention to pursue graduate studies.

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

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

James Neil Adderson Memorial Bursary in Electrical Engineering

James Neil Adderson was born in Birtle, Manitoba in 1928. He showed an early aptitude for all things electrical, installing a wind generator in the family home at the age of fourteen and becoming an electrician's helper at sixteen years old. He went on to earn a degree in Electrical Engineering from the University of Manitoba in 1952 and, with a bequest of \$10,000 in 2014, established an endowment fund to support students in Electrical Engineering. Each year, beginning in 2016-2017, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in at least the second year of study in the Faculty of Engineering in the Electrical Engineering degree program;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

Honsa Family Prize in Intellectual Property Law

The Honsa family has established an annually funded prize for a five year term in the Faculty of Law at the University of Manitoba. The purpose of the prize is to recognize graduating students from the J.D. program in the Faculty of Law with an interest in intellectual property (IP) law. Each year, beginning in 2015-2016 and ending in the 2019-2020 academic year, one prize of \$1,000 will be offered to a graduating student who:

- (1) was enrolled full-time in the Juris Doctor program in the Faculty of Law in the year in which the award was tenable;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has achieved the highest combined standing in the two courses Copyright Law (currently numbered LAW 3028) and Trademarks and Patents (currently numbered LAW 3026).

In the event of a tie, the prize shall be awarded to the student with the highest standing calculated in the compulsory and elective subjects the tied students have in common.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.

The Dean of the Faculty of Law (or designate) will name the selection committee for this award.

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

Leah and Sidney Sheps Scholarship

Leah Sheps has established an endowment fund at the University of Manitoba with a bequest of \$20,000. The fund will be used to offer scholarships to students in the Theatre Program in the Faculty of Arts.

Beginning in 2015-2016, the available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time or part-time in any year of study in the Advanced Major in Theatre, the General Major in Theatre, or the Minor in Theatre offered by the Faculty of Arts at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5.

The Head of the Department of English, Film, and Theatre (or designate) will name the selection committee for this award.

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

Martin Irwin Sexton Memorial Scholarship

In honour of Marty Sexton, Interlake Pharmacy in Stonewall, Manitoba has established an annually funded scholarship to recognize students in the College of Pharmacy who have demonstrated community service and an interest in practicing community pharmacy. Each year, beginning in 2015-2016, \$350 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the College of Pharmacy and has completed the first-year pharmacy program;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has demonstrated involvement in community service and participation in Pharmacy events;
- (4) has expressed interest in practicing community pharmacy.

Candidates will be required to submit a letter of application (maximum 500 words) outlining their involvement in community service, participation in Pharmacy events, and interest in practicing community pharmacy.

The donor will notify the Financial Aid and Awards office by March 31 in any year this award will not be offered.

The selection committee will be the College of Pharmacy Awards Committee.

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

McGregor Family Bursary

James McGregor attended the University of Manitoba from 1960 to 1963 and graduated with a Bachelor of Science. He was a Meteorologist and Physics Instructor at the Northern Alberta Institute of Technology and an Education Manager with the Government of Alberta. Victoria McGregor obtained a Secretarial certificate, enlisted with the Canadian Royal Navy and worked for the Edmonton Public School system. With a gift of \$12,000 in 2014, they established an endowment fund at the University of Manitoba to support students studying Physics in the Faculty of Science. Each year, beginning in 2016-2017, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the second year of study in the Physics Honours program in the Faculty of Science;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application.

If there are no candidates that meet all of the criteria, the bursary may be offered to a student who is enrolled full-time (minimum 60% course load) in any year of study in the Physics Honors program and otherwise meets criteria (2) and (3). If there are still no eligible candidates, the bursary may be offered to a student who is enrolled full-time (minimum 60% course load) in any year of study in a joint Physics Honours program (currently offered with Math, Chemistry, or Computer Science) and otherwise meets criteria (2) and (3).

Preference in selection will be given to Manitoba residents.

The Dean of the Faculty of Science (or designate) will ask the Head of the Department of Physics and Astronomy (or designate) to name the selection committee for this award.

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

Medicine Class of 1959 B.Sc. (Med) Travel Award

The medicine class of 1959 established an endowment fund at the University of Manitoba with the purpose of providing funding to students in the B.Sc. (Med) program that travel to a conference or professional meeting to present the results of their research. Beginning in the 2015-2016 academic year, the available annual interest from the fund will be used to offer one or more travel awards to undergraduate students who:

- (1) are enrolled in the Undergraduate Medical Education program in the College of Medicine, and are in good standing;
- (2) have collected research data as a student in the B.Sc. (Med) program that will be presented at a national or international symposium;
- (3) will be attending an academic conference or professional meeting to present the results of their research.

Candidates will be required to submit an application that includes an abstract of their presentation.

To receive disbursement from the award fund, the recipient must submit receipts for travel, registration, hotel and/or food expenses (based on current UM *per diem* rates). Expenses will be reimbursed up to the maximum value of the recipient's award as determined by the selection committee. Travel must be completed prior to June 30th of the year of graduation from the Undergraduate Medical Education program.

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funding.

The Dean of the College of Medicine (or designate) will name the selection committee for this award.

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

Medicine Class of 1964 Bursary

On the occasion of the 50th anniversary of their graduation, the Medicine Class of 1964 established an endowment fund at the University of Manitoba. The purpose of the fund is to provide support to students in the Undergraduate Medical Education Program. Beginning in the 2017-2018 academic year, the available annual interest from the fund will be used to offer bursaries, valued between \$1,000 to \$2,500 each, to undergraduate students who:

- (1) are enrolled full-time in any year of study in the Undergraduate Medical Education Program (UGME) in the College of Medicine at the University of Manitoba;
- (2) are in good standing in the UGME program;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will have the discretion to determine the number and value of bursaries based on the available funds.

The Dean of the College of Medicine (or designate) will name the selection committee for this award.

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

Muriel Andrews Bursary

Mrs. Muriel E. Andrews, B.A. (Hons)/46, provided \$10,000 to the University of Manitoba in 2015 to provide ten undergraduate bursaries. In the 2015-2016 academic session, five bursaries will be offered to students in the Department of German and Slavic Studies, and five bursaries will be offered to students in the Department of History. Each bursary, valued at \$1,000, will be offered to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the Faculty of Arts in either:
 - (a) the B.A. Honours Program (single/double) or Major Program (Advanced or General) in German, offered by the Department of German and Slavic Studies; or
 - (b) the B.A. Honours Program (single/double) or Major Program (Advanced or General), offered by the Department of History;
- (2) have achieved a minimum degree grade point average of 2.5;
- (3) have demonstrated financial need on the standard University of Manitoba general bursary application form.

In the event that there are not enough students that meet the eligibility criteria in the 2015-2016 academic year, the funds will be carried forward into the following years until the ten bursaries have been awarded.

The Dean of the Faculty of Arts (or designate) will name the selection committee for this award.

Pharmacy Class of 2004 Memorial Scholarship

At their 10 year reunion in 2014, the Pharmacy Class of 2004 along with friends and other supporters, raised initial funds totaling \$10,000 to establish an endowment fund at the University of Manitoba. The scholarship fund was created in memory of classmates Lisa Gibson (nee Nichol) (d. 2013) and Pak-Wai Chan (d. 2014), to act as a lasting testament of their support of pharmacy students, the profession, and their fellow classmates. The donor will provide an additional gift of \$225 in 2015, which will be combined with the available annual income from the fund, to offer the first scholarship in the 2015-2016 academic session. Each subsequent year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in at least the second year of the B.Sc. (Pharmacy) program in the College of Pharmacy;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has demonstrated leadership qualities and extra-curricular involvement.

Applicants will be required to submit a *curriculum vitae* demonstrating their leadership experience, participation in extra-curricular activities, and educational experiences.

The selection committee will be the College of Pharmacy Awards Committee.

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

2. AMENDMENTS

Abraham and Mary Mathai University Entrance Scholarships

The following amendments were made to the terms of reference for the Abraham and Mary Mathai University Entrance Scholarships:

- *The name of the award was changed to: Abraham, Mary, and Susan Mathai-Deane University Entrance Scholarships.*
- The opening paragraph was revised to:
In memory of Abraham, Mary, and Susan Mathai-Deane, Lawrence Deane and Susan Deane have established an endowment fund to provide entrance scholarships at the University of Manitoba. Susan made significant contributions while she was Principal of the International College of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to award scholarships for graduates of the International College of Manitoba who are admitted to the University of Manitoba. During the 2015-2016 academic year, the available annual income and unspent revenue of the fund will be used to offer three entrance scholarships, valued at \$500 each. Beginning in the 2016-2017 academic year, the available annual income will be split equally to offer the three awards.
- The standard Board of Governors statement was added.

Boston Pizza Scholarship

The following amendments were made to the terms of reference for the Boston Pizza Scholarship:

- The opening paragraph was revised to:
In keeping with their long held commitment to Manitoba sports and athletes, Boston Pizza has made a commitment to the University of Manitoba to support Bison Sports annual entrance scholarships. Boston Pizza has pledged to make annual contributions to an endowment fund which is intended to support these scholarships. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Beginning in 2015-2016, the available annual interest from the fund will be used to offer at least four scholarships of a maximum value of \$2,500 each to entering students who:
- The numbered criteria was revised to:
 - (1) are eligible to compete in Canadian Interuniversity Sport (CIS) and are members of a Bison team;*
 - (2) are enrolled full-time, as defined by CIS regulations, in any faculty or school at the University of Manitoba;*
 - (3) are enrolled in a minimum of 9 credit hours in each of the terms of competition;*
 - (4) have achieved, as an entering student, a minimum average of 80 percent on those high school courses used for admission to the University.*

- The description of the scholarship rotation was revised to:

Beginning in 2015-2016, the scholarships will be offered each year on a rotational basis as follows:

- (a) in 2015-2016, and every second year thereafter, one award each will be offered to Men's Basketball, Women's Basketball, Men's Football and Women's Soccer, and*
- (b) in 2016-2017, and every second year thereafter, one award each will be offered to Men's Volleyball, Women's Volleyball, Men's Hockey and Women's Hockey.*

- The following statement was added:

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds.

- The selection committee statement was revised to:

The selection committee shall be named by the Athletic Director of Bison Sports (or designate).

- The standard Board of Governors statement was added.

- The standard CIS statement was revised to:

The terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "Athletic Financial Awards Policy" (also referred to as "Athletic Scholarships Policy"), currently numbered 50.10.3.5 in the CIS Operations Manual.

D'Arcy & Deacon LLP Entrance Award

The following amendments were made to the terms of reference for the D'Arcy & Deacon LLP Entrance Award:

- The award has been changed from a bursary to a scholarship.
- *The name of the award was changed to: D'Arcy & Deacon LLP Entrance Scholarships.*
- The numbered criteria were changed to:
 - (1) have applied for admission to the Faculty of Law at the University of Manitoba and have met the required standards for early admission;*
 - (2) are residents of the province of Manitoba;*
 - (3) have accepted an offer of early admission;*
 - (4) have a minimum adjusted admission grade point average of 3.0;*
 - (5) demonstrate the personal characteristics associated with the highest standards of the profession.*
- The standard Board of Governors Statement was added.

David and Marion Korn Award

The following amendments were made to the terms of reference for the David and Marion Korn Award:

- The award has been changed from a prize to a bursary.
- *The name of the award was changed to: David and Marion Korn Bursary.*
- The formatting was standardized to reflect numbered criteria and the opening paragraph and criteria were revised to:

To honour Mr. and Mrs. David Korn, Erica and Arnold Rogers, M.D. have established a trust fund at the University of Manitoba to support students in the I.H. Asper School of Business. Each year, the available annual interest from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the second, third or fourth year of the B.Comm. (Hons.) program in the I.H. Asper School of Business;*
 - (2) has achieved a minimum degree grade point average of 2.0;*
 - (3) has demonstrated financial need on the standard University of Manitoba general bursary application.*
- The following statement was added:
Preference will be given to a student who has declared a major in Accounting.
 - The following statement was removed:
The state of the fund supporting this award will be reviewed annually and, if either or both of earnings on, or additions to, the fund permit, the value of the award will be increased.
 - Selection committee information was added as follows:
The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.
 - The following statement was removed and replaced with the standard Board of Governors statement:
The university has the right to make such changes in terms as changed conditions make necessary provided that such changes conform as closely as possible to the express intent of the donors that the award pertain to Taxation Accounting and Tax Planning.

Douglas and Elizabeth MacEwan Bursary

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

- *The name of the award was changed to: Douglas and Elizabeth MacEwan Student Resident Bursary.*
- The purpose statement was revised to:
The purpose of the fund is to provide comprehensive support to a student living in residence for the duration of his/her undergraduate studies at the University of Manitoba.
- The first year of offer was revised to 2015-2016.
- The numbered criteria were revised to:
 - (1) is a Manitoba resident who is a Canadian citizen or Permanent Resident;*
 - (2) has achieved the minimum entrance average on high school courses considered for admission to the University of Manitoba;*
 - (3) enrolls full-time (minimum 60% course load) in the first year of studies in University 1 or any faculty with a Direct Entry option;*
 - (4) has a record of community involvement (e.g., school, local community, citywide/regional, provincial, etc.);*
 - (5) will be living in residence at the University of Manitoba in the first year of studies;*

(6) *demonstrates financial need on a Financial Aid and Awards approved bursary application form.*

- A new criterion was added to the renewal criteria for the award:

(5) *continues to live in residence at the University of Manitoba*

- The application deadline date was removed.

Dutkevich Memorial Trust Graduate Scholarship in Pathology

The following amendments have been made to the terms of reference for the Dutkevich Memorial Trust Graduate Scholarship in Pathology:

- The opening paragraph was revised to:

With ongoing gifts from the Dutkevich Memorial Trust to the College of Medicine, an annually funded scholarship has been established to recognize graduate students in the Department of Pathology at the University of Manitoba. Each year, the College of Medicine will report the amount of available funds for the scholarship to Financial Aid and Awards. Beginning in 2015-2016, each year, a scholarship will be offered to one or more graduate students who:

- The numbered criteria were revised to:

(1) *are enrolled full-time in the Faculty of Graduate Studies, in the M.Sc. program delivered by the Department of Pathology in the College of Medicine;*

(2) *have achieved a minimum degree grade point average of 3.5 (or equivalent) in the graduate program;*

(3) *have either:*

(a) *presented a research abstract at a meeting and/or submitted a manuscript for publication, or*

(b) *completed a practicum and written report as required for the Pathologist's Assistant program.*

- The following individual statements were added:

- *Recipients may hold the Dutkevich Memorial Trust Graduate Scholarship in Pathology concurrently with any other awards, consistent with policies in the Faculty of Graduate Studies.*

- *Students will be required to submit a letter of application (maximum 500 words) to the Department of Pathology, and include a copy of any supporting documents such as a manuscript, abstract, or practicum report (for students in the Pathologists' Assistant program).*

- *The Department of Pathology will set the deadline date for applications each year.*

- *The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds.*

- *The College of Medicine will notify the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.*

- The following paragraph was removed:

The scholarship may be divided at the discretion of the selection committee. The recipient(s) of this scholarship may hold it with any other award. Eligible students will be required to submit a letter of application to the Department of Pathology with a copy of any supporting documents such as a manuscript, abstract or practicum report. The Department of Pathology will set the deadline date for applications.

- The selection committee was revised to:

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the Department of Pathology Graduate Studies Selection Committee to convene the selection committee for this award.

Hydro X Scholarship

The following amendments have been made to the terms of reference for the Hydro X Scholarship:

- The amount of the annually funded scholarship was changed from \$1,500 (ending in 2015-2016), to \$500 beginning in 2016-2017.
- The opening paragraph was revised to:

An annually funded scholarship was established by the retired employees of Manitoba Hydro (Hydro-X Club) to recognize students who have demonstrated competence in the field of human resource management. Each year, up to and including 2015-2016, the scholarship will be valued at \$1,500. Beginning in 2016-2017, \$500 will be offered to an undergraduate student who:

- The numbered criteria were revised to:
 - (1) is enrolled full-time (minimum 80% course load) in the B.Comm. (Hons.) program in the I.H. Asper School of Business, with a declared major in Human Resource Management/Industrial Relations;*
 - (2) has achieved a minimum degree grade point average of 3.0;*
 - (3) has completed at least three of the required courses for the major.*
- The statement regarding alternate candidates was revised to:

In the event that there are no qualified candidates, the scholarship may be awarded as a prize to a graduating student who otherwise meets the criteria.
- The following statement was added:

The donor will notify the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.
- The selection committee statement was revised to:

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.

Ian R. Innes Memorial Award

The following amendments have been made to the terms of reference for the Ian R. Innes Memorial Award:

- *The name of the award was changed to: Ian R. Innes Memorial Prize.*
- The following purpose statement was added:

The purpose of this prize is to recognize and support the continuing professional development of graduate students in the Department of Pharmacology and Therapeutics.

- The formatting was standardized to reflect numbered criteria and revised to:

Each year, the available annual interest from the fund will be used to offer one prize to a graduate student who:

- (1) was enrolled full-time in the Faculty of Graduate Studies in a PhD program in the Department of Pharmacology and Therapeutics in the year in which the award was tenable;*
- (2) has completed a minimum of two years of training in a graduate program in the Department of Pharmacology and Therapeutics and is in good standing;*
- (3) has made the best research presentation at the annual Department of Pharmacology and Therapeutics Graduate Student Presentations.*

- The following statement was added:

A student may not receive the Ian R. Innes Memorial Prize and the Clive Greenway Prize in the same academic year.

- The following paragraph was added:

Should the Department of Pharmacology and Therapeutics be dissolved or amalgamated with another department of faculty, the prize must continue to be given to candidates pursuing graduate qualifications in the scientific discipline of pharmacology. Pharmacology encompasses the interactions between drugs and biological systems, and includes pharmacodynamics, pharmacokinetics and pharmacogenomics.

- The selection committee statement was revised to:

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Graduate Studies Committee of the Department of Pharmacology and Therapeutics to convene the selection committee for this award.

- The standard Board of Governors statement was added.

J. Edgar Rea Memorial Bursary

The following amendments were made to the terms of reference for the J. Edgar Rea Memorial Bursary:

- The opening sentence was revised to:

In memory of James Edgar (Ed) Rea, his family, friends, and colleagues have established an endowment fund at the University of Manitoba to provide a graduate bursary and undergraduate prize in the Department of History.

- The biographical information was removed from the preamble and included in a separate section to appear after the terms under the heading “Biographical Information.” This section will appear on the final draft of the terms shared with the department and donor and is not a part of the terms to be considered for approval.
- The funding for the award was changed to the available annual income, minus \$100.
- The numbered criteria were revised to:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in a Master’s or pre-Master’s program offered by the Department of History;*
- (2) is pursuing studies in Canadian History;*

(3) *has achieved a minimum degree grade point average of 3.0 (or equivalent) on the previous 60 credit hours of study;*

(4) *has demonstrated financial need on the standard University of Manitoba bursary application form.*

- The following statement were added:

If there are no qualified applicants, the selection committee will have the discretion to offer the bursary to a student from the pool of bursary applicants who otherwise meet criteria (1), (3), and (4).

Each year, \$100 of the available annual income will be used to offer the J. Edgar Prize in History (award #24915).

The standard Board of Governors statement.

J. Edgar Rea Prize in History

The following amendments were made to the terms of reference for the J. Edgar Rea Prize in History:

- The opening paragraph was revised to:

In memory of James Edgar (Ed) Rea, his family, friends, and colleagues have established an endowment fund at the University of Manitoba to provide an undergraduate prize and a graduate bursary in the Department of History. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Each year, the available annual income will be used to offer a \$100 prize to an undergraduate student who:

- The numbered criteria were revised to:

(1) *was enrolled full-time (minimum 80% course load) in any faculty, college, or school at the University of Manitoba in the year in which the prize was tenable;*

(2) *has achieved a minimum degree grade point average of 3.0;*

(3) *has achieved the highest grade in the course History of Winnipeg from 1870 to 2000 (currently HIST 3800).*

- The sentence following the numbered criteria was revised to:

In any year the History of Winnipeg from 1870 to 2000 course is not offered, the prize will be offered to the student with the highest grade in either the course A History of Western Canada (currently HIST 3730) or Modern Canada (currently HIST 2286).

- The following statements were added:

- *In the event of a tie, the student with the highest degree grade point average from among the tied students will receive the award. If a further tie occurs, the student with the greater number of A+ grades will be selected.*

- *The remainder of the available annual income will be used to offer the J. Edgar Rea Memorial Bursary (award #44916).*

- *The standard Board of Governors statement.*

John Magrega Memorial Scholarship

The following amendments were made to the terms of reference for the John Magrega Memorial Scholarship:

- The scholarship was changed to an annually funded scholarship.
- The opening paragraph was revised to:

In honour of his father, John Magrega, Dr. Dennis Magrega has established a scholarship to recognize and encourage academic achievement in Ukranian Canadian Studies at the University of Manitoba. Each year, one scholarship valued at \$1,000 will be offered to an undergraduate student who:

- The word “*Heritage*” was removed from criterion (4).

Judy Storey Memorial Scholarship

The following amendments were made to the terms of reference for the Judy Storey Memorial Scholarship:

- The following sentence was added to the opening paragraph:
Each year, The Winnipeg Foundation will report the available annual earnings from the fund to Financial Aid and Awards at the University of Manitoba.
- The first criterion was revised to:
(1) is enrolled full-time (minimum 80% course load) in the final year of study in the Bachelor of Science (Human Nutritional Sciences) degree program at the University of Manitoba;
- The selection committee statement was revised to:
The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.

Manitoba Professional Planners Institute (MPPI) Award

The following amendments were made to the terms of reference for the Manitoba Professional Planners Institute (MPPI) Award:

- *The name of the award was changed to: Canadian Institute of Planners Student Prize for Academic Excellence.*
- The opening paragraph was revised to:
The Canadian Institute of Planners (CIP) offers an annual convocation prize to recognize a student who has excelled in the City Planning program at the University of Manitoba. Recipients of the Canadian Institute of Planners Student Prize for Academic Excellence will be officially recognized during the Annual General Meeting of the CIP local affiliate, the Manitoba Professional Planners Institute. During the ceremony, the recipient will receive a book and a certificate.
- The terms were broken out of block paragraph and numbered criteria were written:
Each year, one convocation prize will be offered to a graduate student who:
 - (1) has completed the requirements for the Master of City Planning degree delivered by the Faculty of Architecture at the University of Manitoba;*
 - (2) has achieved the highest academic standing (minimum degree grade point average of 3.75 based on course work completed in the Master of City Planning program) amongst all students who have graduated in the preceding October or February, or is eligible to graduate in the spring of the applicable academic year.*
- The following statements were added:
 - *The Canadian Institute of Planners will notify the Financial Aid and Awards office by no later than March 31 in any year this award is not to be offered.*

- *The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of City Planning (or designate) to name the selection committee for this award.*
- **Tie-Breaking Mechanism**

Only one recipient is to be named each year. Ties are to be broken using the following criteria in priority of order:

- (1) highest grade point average in required City Planning courses;*
- (2) the highest number of A+s in all required City Planning courses in the program.*

Manitoba Pulse Growers Association Degree Scholarship

The following amendments were made to the terms of reference for the Manitoba Pulse Growers Association Degree Scholarship:

- *The name of the award was changed to: Manitoba Pulse and Soybean Growers Association Degree Scholarship.*
- The opening paragraph was revised to:
The Manitoba Pulse and Soybean Growers Association (MPSG) has established an annually funded award at the University of Manitoba. MPSG wishes to encourage Agriculture Degree students to develop an interest and technical competence in pulse and soybean production, processing and marketing. Each year, one scholarship valued at \$1,000, will be awarded to an undergraduate student who:
- The numbered criteria were revised to:
 - (1) has completed the first two years of study in the Faculty of Agricultural and Food Sciences, with a minimum degree grade point average of 3.0;*
 - (2) proceeds in the next ensuing academic year to the third year of study in the Faculty of Agricultural and Food Sciences;*
 - (3) has an interest in pulse and soybean crops, as demonstrated by the writing of an essay on a topic related to the pulse and soybean industry.*
- The following statement were added:
Essays should be a maximum of 500 words and should include information on the following: (i) opportunities and challenges for pulses and soybeans in Manitoba, (ii) the current state of Manitoba's pulse and soybean industry, and (iii) promoting pulses to consumers.
The applicant selected for this award will have their essay published in the Manitoba Pulse and Soybean Growers journal, Pulse Beat.
The donor will notify the Financial Aid and Awards office by March 31 in any year the scholarships are not to be offered.

Manitoba Pulse Growers Association Diploma Scholarship

The following amendments were made to the terms of reference for the Manitoba Pulse Growers Association Diploma Scholarship:

- *The name of the award was changed to: Manitoba Pulse and Soybean Growers Association Diploma Scholarship.*
- The opening paragraph was revised to:

The Manitoba Pulse and Soybean Growers Association (MPSG) has established an annually funded award at the University of Manitoba. MPSG wishes to encourage Agriculture Diploma students to develop an interest and technical competence in pulse and soybean production, processing and marketing. Each year, one scholarship valued at \$1,000 will be awarded to a student who:

- The numbered criteria were revised to:
 - (1) *has completed the first year of study in the School of Agriculture with a minimum sessional grade point average of 3.0;*
 - (2) *is enrolled in a minimum 80 percent course-load and will be eligible to graduate at the end of the academic year for which the award is given;*
 - (3) *has an interest in pulse and soybean crops, as demonstrated by the submission of an essay about the pulse and soybean industry.*
- The following statement were added:

Essays should be a maximum of 500 words and should include information on the following: (i) opportunities and challenges for pulses and soybeans in Manitoba, (ii) the current state of Manitoba's pulse and soybean industry, and (iii) promoting pulses to consumers.

The applicant selected for this award will have their essay published in the Manitoba Pulse and Soybean Growers journal, Pulse Beat.

The donor will notify the Financial Aid and Awards office by March 31 in any year the scholarships are not to be offered.

Leader of Tomorrow Scholarships

The following amendments have been made to the terms of reference for the Leader of Tomorrow Scholarships:

- *The name of the award has been changed to: Leader of Tomorrow Entrance Scholarships*
- The purpose statement was revised to reflect a change from:

“... recognize exceptional Manitoba and North Western Ontario high school graduates. . .”

to

“... recognize exceptional high school graduates from Manitoba and the rest of Canada. . .”
- The following sentence was removed from the opening paragraph:

From time to time these scholarships may be designated in the names of individuals who have contributed to the fund.
- A second paragraph was inserted and revised to:

Initially, six scholarships will be offered to Manitoba high school graduates, and three scholarships will be offered to high school graduates from outside of Manitoba, but within Canada. The number and value of the scholarships in each category will be reviewed and may be adjusted from time to time. The scholarships, as well as priority registration, will be offered to undergraduate students who:
- The numbered criteria were revised to:
 - (1) *are entering University 1 or any faculty or school of the University of Manitoba via the direct entry option, directly from:*
 - (a) *a high school in Manitoba, or*

- (b) a high school outside of Manitoba, but within Canada;
 - (2) have achieved a high school average of at least 90% calculated on the basis of results in the following courses (or the equivalents to these courses for students from high schools outside of Manitoba):
 - (a) English 30S or Anglais 30S;
 - (b) Applied Mathematics 30S or Pre-Calculus 30S;
 - (c) the highest marks in three of: Biology 30S, Chemistry 30S, Physics 30S, History 30F, Geography 30S, or a language at the 30S level other than English 30S or Anglais 30S;
 - (3) have demonstrated leadership qualities and future potential;
 - (4) have demonstrated a high level of communication skills;
 - (5) have a record of community involvement (e.g. school, local community, city-wide/regional, provincial);
 - (6) have demonstrated achievements other than those shown by academic results (e.g. athletics, literary accomplishments, languages, etc.).
- The following sentences were removed:

These forms will include autobiographical data, questions related to leadership abilities, community involvement and special abilities. Applications must be submitted together with school transcripts of grade 10 and 11 marks (Snr. 2 and 3), and interim and/or final marks for grade 12 (Snr. 4). Three confidential letters of reference must be submitted to support the application. The reference letters will be structured, with one coming from the candidate's school principal, one from a subject teacher, and one from a member of the community-at-large (not a relative) to speak to leadership skills and potential.
 - The paragraph regarding the candidate pool screening was revised to:

The candidate pool will be reviewed by members of the Senate Committee on Awards, and a short-list will be identified on the basis of academic performance (consistency and level), leadership potential, written communication skills, achievements, and the three letters of reference.
 - The following statements were added:

Recipients will be required to present a minimum 90% average based on those courses eligible for the University of Manitoba General Entrance Scholarships.

These scholarships are renewable as the BMO Financial Group Scholarships (award #25573).

Each year, candidates must submit two letters of reference to the Lead Student Recruitment Officer (or designate), which describes how they continue to demonstrate leadership skills and ongoing community involvement.

The Leader of Tomorrow Entrance Scholarships may be held in name only with the Isabel Auld Entrance Scholarship, the Chancellor's Entrance Scholarship, and the President's Laureate Entrance Scholarship.

The Leader of Tomorrow Entrance Scholarship may not be held with the University of Manitoba General Entrance Scholarship.
 - The selection committee statement was revised to:

The selection committee will be chaired by the Director of Financial Aid and Awards (or designate) and will include the Chancellor (or designate), the Chair of the Senate Committee on

Awards (or designate), the Executive Director of Enrolment Services (or designate), an Associate Dean, and one rotating member.

- The standard Board of Governors statement was added.

Professor Robert J. Lockhart Memorial Fund

The following amendments were made to the Professor Robert J. Lockhart Memorial Fund:

- The purpose statement was revised to:
The purpose of the fund is to reward undergraduate students in the Department of Physics and Astronomy and to support the R.J. Lockhart Memorial Lecture Series.
- The funding and eligibility criteria were revised to:
Each year, 50% of the available annual interest from the fund will be used to offer the Professor Robert J. Lockhart Memorial Prize to an undergraduate student who:
 - (1) was enrolled full-time (minimum 80% course load) in the third or fourth year of study in the Honours or Major program in the Department of Physics and Astronomy in the year in which the award was tenable;*
 - (2) has completed at least one Astronomy course and at least one Physics course, each at the 3000 or 4000 level, in the year in which the award was tenable;*
 - (3) has achieved a high degree grade point average (minimum 3.5) among the students within the Honours and Major program satisfying criteria (1) and (2).*
- The selection committee statement was revised to:
The Head of the Department of Physics and Astronomy (or designate) will convene the selection committee for this prize.
- The statement regarding the Memorial Lecture series was revised to:
The remaining 50% of the available annual interest from the fund will be used to support the R.J. Lockhart Memorial Lecture Series. The essential feature of the lecture series is to bring to the University distinguished visitors for the purpose of delivering a series of lectures in the field of Astronomy and to share their knowledge of Astronomy with the students and staff of the University. The funds for this lectures series are to be administered by the Head of the Department of Physics and Astronomy (or designate).
- The following statements were added:
In the event of a tie, the prize will be awarded to the student with the highest standing calculated on all courses the tied students have in common. The prize will not be awarded if an eligible student cannot be identified.
The standard Board of Governors statement.

University Gold Medal Faculty of Music

The following amendments were made to the University Gold Medal for the Faculty of Music:

- The numbered criteria were revised to:
 - (1) has achieved the highest degree grade point average for the entire four-year undergraduate program (including non-Music electives); and*

- (2) *has completed the undergraduate program within four years. This may include any work taken during summer and intersession. All work must be done in residence at the University of Manitoba.*

Wayne Cadogan Award

The following amendments were made to the terms of reference for the Wayne Cadogan Award:

- *The name of the award was changed to: Wayne Cadogan Bison Football and Track and Field Bursary.*

- The opening paragraphs were revised to:

Wayne Cadogan, a former member of the Bison Football and Track and Field teams, has established a fund in support of student athletes. Beginning in the 2015-2016 academic year, bursaries will be offered to student athletes on the Bison Football team and the Bison Track and Field team.

Mr. Cadogan joined the Montreal Alouettes Football Club in the Canadian Football League after playing for the Bisons and is now a Regional Director with Investors Group in Winnipeg. Mr. Cadogan intends to make annual contributions of \$1,000 and will be applying for matching funds from Investors Group each year. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. In years when Investors Group and the Manitoba Scholarship and Bursary Initiative make contributions in excess of \$2,000, the amount will be added to an endowment fund.

- The award number and value, as well as the numbered criteria were revised to:

Each year, two bursaries valued at \$1,000 each will be offered to two undergraduate students who:

- (1) are eligible to compete in Canadian Interuniversity Sport (CIS) and are members of the Bison Football team or the Bison Track and Field team;*
- (2) are enrolled full-time, as defined by CIS regulations, in any faculty of school at the University of Manitoba;*
- (3) are enrolled full-time in a minimum of 9 credit hours in each of the terms of competition;*
- (4) have achieved:*
 - (a) as an entering student, a minimum average of 80 percent on those high school courses used for admission to the University, or*
 - (b) as a continuing student, a minimum degree grade point average of 2.0;*
- (5) have demonstrated financial need on the standard University of Manitoba bursary application form.*

- The following paragraph was added:

When the available annual interest generated from the endowment fund reaches \$2,000, the fund will be used to offer two or more bursaries. The selection committee will have the discretion to determine the number and value of bursaries offered each year based on the available annual interest.

- The selection committee statement was revised to:

The Chair of the selection committee will be the Athletic Director (or designate) of the University of Manitoba and will include the Head Coach of the Bison Football team (or designate) and the Head Coach of the Bison Track and Field team (or designate).

- The standard Board of Governors statement was added.
- The standard CIS statement was revised to:

The terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing “Athletic Financial Awards Policy” (also referred to as “Athletics Scholarships Policy”), currently numbered C50.10 in the CIS Operations Manual.

3. WITHDRAWALS

Mary E. Lamont Scholarship

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

David Lawless, PhD – Statement to Senate

Dr. David Joseph Lawless died on April 22, 2015, in Calgary. He was born and raised in Victoria, and graduated from St. Louis College in Victoria in 1949. Later while pursuing a specialized study in social psychology, David met his beloved wife Maria Pilar Ruiz Campuzano from Spain and began raising a family. He dedicated his professional life to the post-secondary sector, particularly the promotion and enhancement of Catholic post-secondary education in Canada. David received a B.A. from Assumption College, University of Windsor, a M.A. from the University of British Columbia, as well as a second M.A. as well as a PhD from The University of London (UK).

From the 1960s through to the 1990s, David served in many important positions at the University of Manitoba, including Professor of Psychology, Dean of St. John's College, Associate Dean of Arts, Dean of Continuing Education, Vice President (Academic), and as the first lay Rector of St. Paul's College. He went on to serve as the President of St. Francis Xavier University and as the first President of St. Mary's University in Calgary until his retirement in 1999. Throughout his career he was associated with numerous organizations that promoted world development and education, particularly the IDRC which is now CIDA, the Coady International Institute, and the Science Spirituality Health Research Institute in Calgary.

David was an accomplished writer, having published numerous academic papers and two texts on Organizational Behaviour. In his final years he became a passionate fiction writer, with one of his short stories, "My Father/My Husband" published in Prism International and Best American Essays in 2012, and is now being adapted for the stage in New York. He was predeceased by his loving wife of 52 years, Maria Pilar, in 2010, and is survived by his sister and brother, and six children, seven grandchildren, and two great-grandchildren.

At our most recent national meeting of Catholic College and University presidents and rectors in May, the following motion was passed:

“The Association of Catholic Colleges and Universities in Canada expresses to the Lawless family its deep sadness regarding the passing of David Lawless. He was a scholar and significant contributor to Catholic post-secondary education in Canada, and he was well admired and respected by his colleagues across Canada.”

Thank you.

In Memoriam Dr. Nicholas Tavuchis

Our colleague Nicholas Tavuchis passed away on April 4, 2015.

Nick came to the University of Manitoba in 1975 after teaching for several years at Cornell University. Trained at Columbia University under the supervision of William J. Goode and Robert K. Merton, he was a prominent and charismatic member of the Department of Sociology until his retirement in 1999.

Nick's scholarship is best exemplified by his book *Mea Culpa: A Sociology of Apology and Reconciliation* (1991, Stanford University Press), which sits at the forefront of the contemporary study of apology and reconciliation. Described in the *American Journal of Sociology* as an "important" and "wonderful book," *Mea Culpa* is the first intensive study of the sociology of apology and has influenced scholars from diverse fields, including Law, Anthropology, Political Science, Philosophy, Peace and Conflict Studies, and Genocide Studies. It has been cited by hundreds of authors, taught in countless courses, and remains essential reading for scholars interested in apology and reconciliation as social phenomena.

Nick was a dedicated teacher who spent an inordinate amount of time commenting on the written work of his students. He often wrote more in response to student papers than the student had written, emphasizing improvement of their critical thinking and writing skills. He was also very willing to give his time to work with students in their efforts to revise material.

Nick was a valued member of the Department of Sociology who regularly offered serious editorial services to Department members as well as other scholars who found his work enlightening. He was also known to regularly provide his colleagues articles, references, and other bits of information drawn from his vast and eclectic knowledge to assist them in their own work. He will also be remembered for his tireless dedication to the Departmental "Dress and Department Committee," and, of course, his sense of humour.

March 11, 2015

Report of the Senate Committee on Curriculum and Course Changes RE: Annual Update on Academic Program Listings (*for information*)

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
2. At its meeting on March 11, 2015, the SCCCC received, for information, an annual update on academic program listings from the Vice-Provost (Academic Planning and Programs).

Observations:

1. At the meeting on June 25, 2014, Senate received a Report of the SCCCC concerning an Audit of the University's Programs. The audit had been completed by the Office of the Vice-President (Academic) and Provost and the Registrar's Office, in consultation with deans and directors of faculties and schools. It includes degree programs, academic minors, and academic concentrations.
2. The purpose of the audit is to ensure an accurate and comprehensive listing of academic program offerings that can be used in the academic planning process and in support of strategic initiatives at the University.
3. The Office of the Vice-President (Academic) and Provost will report to the SCCCC and to Senate annually on any changes to the program listing.

Respectfully submitted,

Professor G. Smith, Acting Chair
Senate Committee on Curriculum and Course Changes



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208 Administration Building
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Date: February 19, 2015

To: Senate Committee on Curriculum and Course Changes
David Collins, Vice-President (Integrated Planning & Academic Programs)

From: Cassandra Davidson, Undergraduate Program Analyst

Re: Annual Update on Academic Program Listing

In June 2014, Senate was presented with a comprehensive list of academic programs offered at the University of Manitoba. As part of this audit, it was identified that an update on any changes to the offerings would be provided to Senate on an annual basis. Please find below an update of the changes over the last year.

Should you have any questions or concerns about this process, please contact Cassandra Davidson, Program Analyst, at cassandra.davidson@umanitoba.ca.

Program Introductions

Senate Date

- Concentration in **Inorganic Chemistry** introduced to undergraduate programs in Chemistry, *Faculty of Science*.
Effective term: Fall 2015.
- Double-advanced major option in **Central & East European Studies** added to B.A.Adv., *Faculty of Arts*.
Effective term: Fall 2015

Dec. 3, 2014

Dec. 3, 2014

Suspension of Admissions

Senate Date

- M.Sc. in **Family Social Sciences**, *Faculty of Graduate Studies*.
Effective: May 2015 to May 2016. Status review: February 2016.

Feb. 4, 2015

Program Closures

Senate Date

- Master of **Mathematical, Computational & Statistical Sciences** (M.M.C.S.S), *Faculty of Graduate Studies*.
Effective: January 27, 2015.

Dec. 3, 2015

(BOG: Jan. 27, 2015)

Continued....

Program Administration Changes

- | | Senate Date |
|---|---------------------------------------|
| ▪ Department of Human Nutritional Sciences and associated undergraduate programs joined the <i>Faculty of Agricultural and Food Sciences</i> .
Effective: July 1, 2014 (program moves effective for Fall 2014 term) | May 14, 2014
(BOG: May 20, 2014) |
| ▪ Department of Family Social Sciences and associated undergraduate programs merged with the <i>Department of Community Health Sciences, College of Medicine</i> .
Effective: July 1, 2015 (program moves effective Fall 2015 term) | June 25, 2014
(BOG: June 24, 2014) |
| ▪ Administrative oversight of Interdisciplinary Health Programs (B.H.Sc. and B.H.St.) transferred from the <i>Faculty of Human Ecology</i> to the <i>Faculty of Health Sciences</i> .
Effective: 2014-2015 academic year (program moves effective Fall 2015 term) | Oct. 1, 2014 |
| ▪ General Human Ecology (B.H.Ecol.) (<i>currently suspended</i>) transferred from the <i>Faculty of Human Ecology</i> to the <i>Faculty of Health Sciences</i> .
Effective: 2014-2015 academic year (program moves effective Fall 2015 term) | Oct. 1, 2014 |

Program Name Changes

- | | Senate Date |
|--|--|
| ▪ <i>Department of Physiology</i> renamed the Department of Physiology and Pathophysiology ; M.Sc. and Ph.D. programs updated accordingly; <i>Faculty of Graduate Studies</i> .
Effective term: Fall 2014 | April 2, 2014
(BOG: April 22, 2014) |
| ▪ Concentrations in Educational, Administration, Foundations & Psychology (M.Ed.) renamed from Counsellor Education and Inclusive Special Education to Counselling Psychology and Inclusive Education, respectively; <i>Faculty of Graduate Studies</i> .
Effective term: Fall 2015. | Dec. 3, 2014 |
| ▪ Undergraduate programs in Medieval and Renaissance Studies renamed to Medieval and Early Modern Studies , <i>Faculty of Arts</i> .
Effective term: Fall 2015. | Dec. 3, 2014 |
| ▪ Credential of Bachelor of Medical Rehabilitation (Respiratory Therapy) renamed to Bachelor of Respiratory Therapy .
Effective: May 2015 graduating class. | Feb. 4, 2015 |



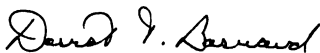
UNIVERSITY
OF MANITOBA

Office of the President

202 Administration Building
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Fax: 204-261-1318

DATE: June 1, 2015

TO: Jeff Leclerc
University Secretary

FROM: David T. Barnard, Ph.D.
President and Vice-Chancellor 

RE: Suspension of Admissions to the Post-Baccalaureate Diploma in Agrology

I have received the attached request regarding the suspension of admissions to the Post-Baccalaureate Diploma in Agrology (IEAP) for a period of 12 months. Under the Enrolment Limitations Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate. Prior to making a decision on this request, I would like an opportunity to present this matter to Senate for consultation.

Please place this item on the next agenda for the Senate Executive Committee and Senate.

cc: Dr. Joanne Keselman, Vice-President (Academic) and Provost
Mr. Jeff Leclerc, University Secretary
Mr. Neil Marnoch, Registrar
Dr. Karin Wittenberg, Dean, faculty of Agricultural and Food Sciences
Ms. Cassandra Davidson, Undergraduate Program Analyst
Ms. Thelma Lussier, Executive Director, Office of Institutional Analysis

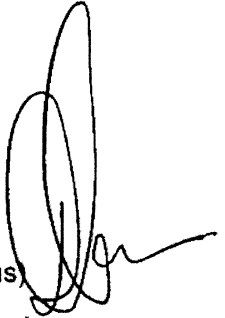


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Date: May 21, 2015
To: Dr. David Barnard, President and Vice-Chancellor
From: Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs)
Subject: **Suspension of Admissions to the Post-Baccalaureate Diploma in Agrology**



Please find attached a recommendation from Dr. Karin Wittenberg, Dean, Faculty of Agricultural and Food Sciences, to temporarily suspend admissions to the Post-Baccalaureate Diploma in Agrology (IEAP) for a period of 12 months.

As noted in the attached correspondence, this request has been initiated due to concerns about the financial feasibility of this program, exacerbated by limited student interest. Of note, applications to the IEAP have been declining; in 2014/15 enrolment was only nine students, well below enrolment cap of 15. As of May 1st this year, applications declined further to just four students.

Following discussions about this request with Dr. Jared Carlberg, Associate Dean (Academic), Faculty of Agricultural and Food Sciences, it is my understanding that the Faculty will be meeting with their industry partners to explore the future viability of the IEAP.

cc. Dr. Joanne Keselman, Vice-President (Academic) and Provost
Mr. Jeff Leclerc, University Secretary
Mr. Neil Marnoch, Registrar
Dr. Karin Wittenberg, Dean, Faculty of Agricultural and Food Sciences
Ms. Cassandra Davidson, Undergraduate Program Analyst
Ms. Thelma Lussier, Executive Director, Office of Institutional Analysis



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256 - 66 Dafoe Road
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Phone (204) 474-6026
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MEMORANDUM

DATE: May 20th, 2015

TO: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)

FROM: Dr. Karin Wittenberg, Dean of Agricultural and Food Sciences

SUBJECT: Suspension of Intake into Internationally Educated Agrologists Post-Baccalaureate Program (IEAP)

The Faculty of Agricultural and Food Sciences recommends suspension of the Internationally Educated Agrologists Post-Baccalaureate Program (IEAP) effective for the 2015-2016 academic year.

The IEAP had its first intake of students in 2007, and for the first six years of its existence received significant financial support from the Province. However, the program no longer receives external support, and instead is funded through differential tuition fees (approximately \$2,800 per student) plus our Faculty's discretionary income. Students in the program take between 24 and 30 credit hours of courses, which consist of IEAP-specific offerings (AGRI 1010, AGRI 4000, AGRI 4010), a subset of our regular faculty offerings required for IEAP students (ABIZ 1000, AGRI 1500, PLNT 2500), other faculty offerings which serve as electives to match students' interests and previous training, and a co-operative education course (AGRI 4550) which is effectively the students' paid practicum with an industry partner.

The IEAP-specific offerings, miscellaneous costs associated with industry tours, etc., and cost of the Program support staff member (Administrative Assistant 2) are paid for by the Faculty (slightly offset by the differential tuition fees). These costs totalled approximately \$105,000 for the 2014-2015 fiscal year, and comprise a significant proportion of our Faculty's discretionary income. Student numbers in the IEAP have also been weakening (the Program's cap is 15 students, a number that has never been achieved) with only nine students enrolled in 2014-2015 and just four applications for the 2015-2016 intake received as of May 1st this year. It is thus clear to us that it is no longer

feasible for our Faculty to offer the IEAP in the absence of significant external support. Faced with the prospect of continued reductions in baseline funding, we are likely to have to shift current baseline-supported activities to being supported by soft money.

We have asked the University of Manitoba Admissions office to notify applicants to the IEAP for the upcoming academic year that the program will not be offered; our IEAP staff member has also contacted applicants to this effect. We will next be advising instructors for the IEAP-specific courses that the courses will no longer be offered. Lastly, we will liaise with our industry partners (i.e. firms who have traditionally provided co-operative work opportunities to IEAP students and hired graduates of the program) to let them know that there will be no intake into the program for this year.

Please do not hesitate to contact me if you require any further information on this matter.




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DATE: June 3, 2015

TO: Jeff Leclerc
University Secretary

FROM: David T. Barnard, Ph.D.
President and Vice-Chancellor 

RE: Suspension of Admissions to the M.A. Program in Icelandic Language and Literature

I have received the attached request regarding the suspension of admissions in the M.A. Program in Icelandic Language and Literature, effective June 30, 2015. I would recommend reviewing this decision after an interval of 12 months. Under the Enrolment Limitations Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate. Prior to making a decision on this request, I would like an opportunity to present this matter to Senate for consultation.

Please place this item on the next agenda for the Senate Executive Committee and Senate.

cc: Dr. Joanne Keselman, Vice-President (Academic) and Provost
Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Dr. Jay Doering, Vice-Provost (Graduate Education) and Dean, (Faculty of Graduate Studies)
Mr. Jeff Leclerc, University Secretary
Mr. Neil Marnoch, Registrar
Ms. Thelma Lussier, Executive Director, Office of Institutional Analysis
Ms. Cassandra Davidson, Undergraduate Program Analyst

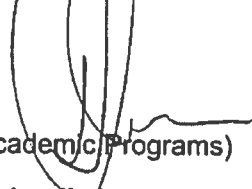


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Date: June 3, 2015
To: Dr. David Barnard, President and Vice-Chancellor
From: Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs)
Subject: **Suspension of Admissions to the M.A. Program in Icelandic Language and Literature**



Please find attached a recommendation from Dr. John Doering, Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies), to suspend admissions to the M.A. Program in Icelandic Language and Literature, effective June 30, 2015. Having consulted with Dr. Doering, in the event that this recommendation is validated, I would suggest reviewing this decision after an interval of 12 months.

As noted in the attached correspondence, this request was triggered in the Faculty of Arts by the resignation of Dr. Birna Bjarnadóttir from her position as Department Head and Chair of Icelandic Language and Literature. The request to suspend admissions was made pursuant to discussions between Dr. Doering, and Dean Jeff Taylor and Mr. Peter Buchan of the Faculty of Arts.

cc. Dr. Joanne Keselman, Vice-President (Academic) and Provost
Dr. John Doering, Vice-Provost (Graduate Education) & Dean (Faculty of Graduate Studies)
Dr. Jeff Taylor, Dean, Faculty of Arts
Mr. Jeff Leclerc, University Secretary
Mr. Neil Mamoch, Registrar
Ms. Thelma Lussier, Executive Director, Office of Institutional Analysis
Ms. Cassandra Davidson, Undergraduate Program Analyst



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MEMORANDUM

Date: 2 June 2015

To: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
xc: Dr. Jeff Taylor, Dean, Faculty of Arts
Peter John Buchan, Head, Icelandic Language and Literature

From: Dr. John (Jay) Doering, Vice-Provost (Graduate Education)
& Dean (Faculty of Graduate Studies)

Re: M.A. Admissions to Icelandic Language and Literature

Dr. Birna Bjarnadottir will be resigning from her position as Department Head and Chair of Icelandic Language and Literature effective 30 June 2015. This will leave PJ Buchan as the only academic staff member in the department. In light of this, I am requesting, after having consulted with PJ Buchan and Dean Taylor, that admissions to the M.A. program in Icelandic Language and Literature be suspended effective 30 June 2015. Thank you.

PRESIDENT'S REPORT: June 24, 2015

GENERAL

On April 23, the University of Manitoba held a reception for alumni in Halifax and the surrounding area. President and Vice-Chancellor David Barnard and Danielle Dunbar, Acting Associate Vice-President, Donor Relations, hosted the event which allowed the university to re-engage with alumni in a meaningful way, and to reconnect graduates with their alma mater.

An international meeting took place April 27 at the University of Minnesota, where Presidents from post-secondary institutions across Canada and from the Dakotas, Iowa and Minnesota discussed priority issues concerning promising practices and new developments in higher education, as well as opportunities for cooperation, as part of the first visit of His Excellency David Johnston, Governor General of Canada, to the Midwestern United States and Great Lakes Region. This dialogue, co-chaired by President David Barnard, focused on best practices in inclusiveness for education, innovative education practices in the 21st century and science and innovation collaboration. Also present from Manitoba were President Annette Trimbee of the University of Winnipeg and President Gervan Fearon of Brandon University.

The 26th Annual Traditional Graduation Pow Wow took place May 2, at which the academic achievement of the over 350 Indigenous University of Manitoba graduates in 2015 were celebrated and honoured.

Three University of Manitoba community members were among the 12 women celebrate at the 39th annual YMCW-YWCA Women of Distinction Awards: Chander Gupta, professor of obstetrics, gynecology and reproductive sciences, won the Eira “Babs” Friesen Lifetime Achievement Award; Safi-Harb, Canada Research Chair and professor of physics and astronomy, won in the Science, Technology, and the Environment category; and Carly Scramstad, student in the College of Medicine, won in the Volunteerism category.

The sold-out-Distinguished Alumni Awards Celebration of Excellence took place on May 12th at the Winnipeg Art Gallery. Thank you to the Board of Governors members who purchased tickets, the University was very excited to celebrate the achievements of its outstanding graduates that evening.

On May 13th the University held a gift announcement event to announce TD Bank Group’s \$1 million gift in support of the TD Internship for Truth & Reconciliation at the National Centre for Truth & Reconciliation (NCTR). The event was held at the Archives & Special Collections, and TD was represented by Deputy Chairman Frank McKenna. Members of the NCTR’s Governing Circle were also in attendance.

ACADEMIC MATTERS

- Digvir Jayas, vice-president (research and international) and distinguished professor, biosystems engineering will receive the Partners-In-Research Engineering Ambassador Award on May 26 in Ottawa. The award recognizes a Canadian researcher whose work has contributed to the field of engineering and their promotion of this research to the Canadian public.

- Michael Eskin, human nutritional sciences, will receive a prestigious award from the Institute of Food Technologists (IFT) in the USA this July when he is inducted as Fellow of the Institute at their Annual Meeting in Chicago. The Institute of Food Technologists (IFT) Fellow designation is an honour bestowed upon an Institute of Food Technologists (IFT) member by their peers, recognizing exemplary professionalism in the field of food science.
- Randall Jamieson, psychology, was elected President of the Canadian Society for Brain Behaviour and Cognitive Science for 2015-2018. The Society is a non-profit organization whose primary function is to advance Canadian research in experimental psychology and behavioural neuroscience.
- Mike McMurray, rehabilitation sciences, is the recipient of the Top First Aid Training Partner award for 2014. This Training Partner award honours the outstanding achievement and commitment of Training Partners in their efforts to improve the lives of vulnerable people in their communities. The award is presented by the Canadian Red Cross. Mike has also been selected as a member of the Medical/Therapy Team for the FISU Games in Gwangju, South Korea from Jun 30th-July 16th, 2015.
- The College of Pharmacy received a special mention in the 2015 MacLean's University Preview Magazine, listed as one of three outstanding programs at the University of Manitoba, along with Business and Bio. & Medical Physics. Pharmacy was noted for their consistent success on the national licensing exams and considered one of the strongest programs in the country.
- The Asper School's Commerce Students' Association (CSA) received the Most Outstanding Council of the Year Award at the eighth annual Canadian Association of Business Students Roundtable Conference. The CSA also received the Legacy Event Award, which recognizes large-scale, student-run events that improve the reputation of Canadian universities, for organizing and hosting the National Business School Conference in November 2014.
- For the first time ever, student teams from the Asper School placed in the Top 25 semi-final round of Canada's Next Top Ad Exec, a national advertising and marketing case competition. The MBA and BComm teams were the only two teams from Western Canada to reach the semi-finals after competing against more than 3,000 students from 38 schools across the country. The BComm team also advanced to the final round and were awarded the \$5,000 Canadian Tire Award for Innovative Presentation.
- The College of Nursing hosted the exhibit "We Were So Far Away: The Inuit Experience of Residential Schools" which presents the Inuit experience of residential schools through the voices of eight courageous Survivors. As part of this, the College of Nursing Students' Association signed a pledge on behalf of all nursing students to "commit to being positive role models that engage Indigenous individual, families and communities in culturally relevant health promotion and to choose to ally ourselves with Indigenous children, youth, and their families to create an environment that supports, affirms, and celebrates all students' cultural and ethnic identities." The Canadian Nursing Students' Association will also be incorporating a similar pledge in January 2015 at their national conference.

- The University of Manitoba, as well as those from Brandon University, the University of Winnipeg, Université St. Boniface, and Red River College, who volunteer with the World University Service of Canada Student Refugee Program in Manitoba, received the Lieutenant Governor's Make A Difference Community Award. The Program supports young refugees pursuing post-secondary education in Canadian universities and colleges. Since 1982, the University of Manitoba has sponsored 37 students.
- The College of Dentistry was presented with the 2015 Gies Award for 'Outstanding Innovation by an Academic Dental Institution'. The award was presented as part of the William J. Gies Awards evening held in conjunction with the American Dental Education Association's 2015 annual session and exhibition in Boston. The College received this honor in recognition of its new curriculum project: Oral-Systemic Health Education for Non-Dental Healthcare Providers. The College of Dentistry is the first in Canada to claim this particular Gies Award.
- The Office of Indigenous Achievement partnered with the Aboriginal Student Centre and the Treaty Relations Commission of Manitoba to bring together Elders, Knowledge Keepers, academics and community members for the inaugural Indigenous Awareness Week. The six-day event, which took place in March, focused on the history of Treaties and their relevance today, relationship building, and what Indigenous and non-Indigenous people need to do in order to move forward together as we shape the future of Canada.

RESEARCH MATTERS

- The Natural Sciences and Engineering Research Council of Canada Strategic Project Grants Program awarded Dr. Martin Scanlon (Food Science) \$543,000 in funding for his research to help Manitoba wheat manufacturers boost Asian noodle production through improved manufacturing processes. The announcement was made by Rod Bruinoo, Member of Parliament for Winnipeg South, on behalf of the Honourable Ed Holder, Minister of State (Science and Technology). Scanlon and his collaborator Dr. John Page (Physics & Astronomy) will be working with a manufacturer VN Instruments to develop a prototype acoustic sensor system that will make rolling sheet manufacturing processes more efficient. In addition, the Canadian International Grains Institute will provide Scanlon and his team access to a functional pilot scale noodle manufacturing line to test the acoustic sensor system.
- Partners in Research (PIR) awarded two of only seven national research awards to Drs. Digvir Jayas [Biosystems Engineering, Vice-President (Research and International)] and Cheryl Rockman-Greenberg (Pediatrics & Child Health) in recognition of their outstanding work in their fields. Rockman-Greenberg receives the PIR Biomedical Science Ambassador Award which recognizes a Canadian researcher whose outstanding body of work over a period of time has contributed to the fields of biomedical science and/or clinical medicine, and their promotion of this research to the Canadian public. She is an expert in genetic diseases who championed DNA-based diagnostics in Winnipeg. Jayas receives the PIR Engineering Ambassador Award which recognizes a Canadian researcher for his or her outstanding body of work over a period of time which has contributed to the field of engineering, and their promotion of this research to the Canadian public. He formerly held a Canada Research Chair in Stored-Grain Ecosystems and conducts research related to drying, handling and storing grains and oilseeds and digital image processing for grading and automation of processing operations in the agri-food industry. The awards will be presented at a ceremony on May 26, 2015 in Ottawa.

- Forty-four research projects led by 39 investigators were awarded \$2,353,784. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Cowley, Kristine (Physiology & Pathophysiology)	Canadian Paraplegic Association (Manitoba) Inc.	Does neuromuscular electrical stimulation combined with passive load prevent or reduce hind limb bone loss in an animal model of spinal cord injury?	\$43,100
Irani, Pourang (Computer Science)	NSERC	Developing a virtual-reality assessment engine for training in tower crane operation	\$25,000
Kazem Moussavi, Zahra (Electrical and Computer Engineering)	NSERC	Feasibility study of developing a smart face mask t+o monitor and record respiratory flow	\$25,000
Khafipour, Ehsan (Animal Science)	Danisco (UK) Ltd.	Metagenomics analysis of the microbiome of pig digestive tract when fed a grain-DDGS based ration with or without supplemental enzymes	\$55,000
Khafipour, Ehsan (Animal Science)	Manitoba Pork Council	Impact of in-feed and intra-vaginal administration of probiotics during the last stage of gestation on reducing the risk of neonatal diarrhea in piglets	\$80,000
Mann, Daniel (Biosystems Engineering)	NSERC	Usability of the MacDon self-propelled windrower	\$25,000
Stadnyk, Tricia (Civil Engineering)	Manitoba Hydro	Probable maximum flood prediction under climate change for the Lower Nelson River	\$42,023
Teetzel, Sarah (Kinesiology and Recreation Management)	SSHRC	Transitioning to inclusive sport: Understanding barriers to transgender Canadians' participation in recreational and high-performance sport	\$40,387
West, Christina (Nursing)	Children's Hospital Foundation of Manitoba Inc.	The family transition through pediatric bone marrow transplant	\$32,458
Wilkins, John (Internal Medicine)	Research Manitoba	Support for Manitoba Centre for Proteomics and Systems Biology participation in Genomics Innovation Network	\$75,000

Wittenberg, Katherina (Dean's Office - Faculty of Agriculture)	Manitoba Pork Council	Control holding fund only - To provide funding for future research projects in swine-related research	\$777,000
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- Four international partnership agreements were recently signed. They are:

Country	Partner Institution	Agreement Type	Initiating Faculty
Brazil	UNISINOS-Universidade do Vale do Rio dos Sinos	Student Exchange	Asper School of Business
India	Amar Seva Sangam University	Practicum Placement	College of Rehabilitation Science/Faculty of Health Sciences
South Korea	Hankuk University	Memorandum of Understanding	Extended Education
Sweden	Karolinska University	Combined Memorandum of Understanding and Faculty Exchange Agreement	College of Medicine/Faculty of Health Sciences

- The University of Manitoba hosted one visiting delegation.

Country	Name of Institution	Date	Hosting Faculty
Ukraine	<ol style="list-style-type: none"> 1. National University of Life and Environmental Sciences of Ukraine, Kyiv 2. Poltava State Agrarian Academy 3. Sumy National Agrarian University 4. Dnipropetrovsk State Agrarian & Economic University 5. Dokuchayev Kharkiv National Agrarian University 	March 16-17, 2015	Agricultural & Food Sciences

ADMINISTRATIVE MATTERS

- In recognition of the efficiency upgrades as part of the Active Living Centre construction, the University of Manitoba received a Manitoba Hydro Commercial Building Envelope Program incentive cheque in the amount of \$100,000.00. This incentive was for the installation of qualifying energy efficient windows.
- By making recent efficiency upgrades, conserving energy and contributing to a cleaner environment, the University's participation in a Power Smart for Business program earned the business recognition as an Efficiency Partner.

- On May 2, the Office of Sustainability and the Campus Planning Office partnered to deliver a Jane's Walk event (free, public informational walk – part of a national event). Titled "Sustainable Campus: Today and Tomorrow" the walk featured a range of sustainability services, and education and research highlights on campus, and shared an update of the exciting directions being considered as part of Visionary Regeneration. With help from a student volunteer, the walk was promoted in and offered in a Mandarin-language version alongside English.
- Medicine Email Migration project has been completed with the decommissioning of Medicine Exchange and Blackberry Enterprise services.
- As part of the more comprehensive report on the OAG Audit
 - security tightened on Finance related servers
 - improved security and reporting from database audit trails to alleviate audit concerns.
- PMO-IT has been moved under the management of Mario Lebar in his new position of Director, Planning and Governance within IST.
- UEK (Updated): The Court in Maryland dismissed UEK's Amended Complaint in its entirety, without prejudice, based on forum non conveniens (i.e. they refused to take jurisdiction because Manitoba is a more convenient forum). UEK has an opportunity to appeal the decision or to refile the action in Manitoba. Our lead legal counsel in Maryland does not think either of the options are likely and we are awaiting confirmation that no action was filed before the appeal period expired on April 27, 2015.

EXTERNAL MATTERS

- As of March 31, 2015, a total of \$37,039,990 has been raised for the 2014/2015 fiscal year. This represents a 45% increase over 2013/2014 when a total of \$25,465,151 was raised.
- For the period of April 1 to April 30, 2015, the University has raised \$1,325,147.82 for the 2015/2016 fiscal year.
- Significant gifts and activities in the last reporting period include:
 - On April 7th the Active Living Centre Grand Opening Celebration took place with a ribbon-cutting ceremony, reception and guided tours of the new facility. Representatives from the federal and provincial government, and the Mayor of Winnipeg were on hand for the ceremony, as well as former Bison athletes Dr. Israel Idonije and Michelle Sawatzky-Koop. In addition, nearly 350 alumni, students, faculty, staff, and community members were in attendance. Major contributors were acknowledged during the ceremony, and signage in recognition of their gifts was in place for the event.
 - A gift of \$800,000 from Research Manitoba has been received in support of the Research Chair in Multiple Sclerosis.
 - Crosier Kilgour & Partners has committed \$100,000 designated to the EITC Facilities Fund in the Faculty of Engineering.
 - A gift in kind for the Department of Entomology in the Faculty of Agricultural and Food Sciences has been received from the estate of Mr. William Preston. The gift was valued at \$112,389.25.

- April 7th marked the official grand opening of the University of Manitoba's new Active Living Centre. The centre received funding from all three levels of government and all were represented at the opening: Shelly Glover, Minister of Canadian Heritage and Official Languages; Peter Bjornson, Minister of Education and Advanced Learning; and Mayor Brian Bowman.
- On April 17th John Kearsey, Vice-President (External) and Tyler MacAfee, Director, Government and Community Engagement, met with Gerald Farthing, DM, Education and Advanced Learning, Scott Sinclair, Assistant Deputy Minister, Advanced Learning Division, and Carlos Matias, Chief Financial Officer, Advanced Learning Division to discuss options for the provincial government to support the Front and Centre campaign.
- On April 27th President Barnard co-chaired an international meeting at the University of Minnesota to discuss higher education and cooperation between universities in the U.S. Upper Midwest and Canada. The roundtable was part of His Excellency David Johnston's, Governor General of Canada, first visit to the Midwestern United States and Great Lakes Region.
- The University of Manitoba hosted the sixth, and last, in the series of Visionary Conversations of 2014-2015: Universities Today – Where do Centuries-Old Institutions Fit in Modern Society? Panelists included Dr. Jeffery Taylor (alumnus), Dean of Arts and Professor of History, Doug McCartney (alumnus), Senior Executive Director; Science, Innovation and Business Development; Department of Jobs and the Economy, Province of Manitoba and Dr. Sharon Macdonald (alumna), Associate Professor, Department of Community Health Sciences, College of Medicine, Faculty of Health Sciences and Director, Alan Klass Memorial Health Equity Program.
- MCO coordinated and executed communications regarding Provincial Budget 2015. This included President David Barnard's op-ed in the *Winnipeg Free Press* (April 29, 2015), as well as media interest the day of the budget announcement, and a budget story on UMToday.

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 John Anderson will be the Speaker for the Executive Committee for the June meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

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

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

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

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

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

Observation

At its meeting of May 12, 2015, the Senate Committee on Awards reviewed three new offers that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated May 12, 2015).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve three new offers, as set out in Appendix A of the *Report of the Senate Committee on Awards- Part B* (dated May 12, 2015). This award decision complies with the published guidelines of November 3, 1999, and is reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin
Chair, Senate Committee on Awards

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

SENATE COMMITTEE ON AWARDS

Appendix A May 12, 2015

1. NEW OFFERS

Geza and Trudi Racz Entrance Scholarship in Agricultural and Food Sciences

With a gift in 2015, Geza and Trudi Racz established an endowment fund at the University of Manitoba to recognize and encourage undergraduate students studying in the field of Agriculture. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is Indigenous (Status, Non-Status, Métis, Inuit);
- (2) is enrolled full-time (minimum 80% course load) in a degree program in the first year of study in the Faculty of Agricultural and Food Sciences;
- (3) has achieved either:
 - (a) if entering directly from high school, a minimum 85% average on those courses considered for admission, or
 - (b) a minimum degree grade point average of 3.0.

If there are no candidates that meet all of the above criteria, the scholarship will be offered to a student who otherwise meets criteria (2) and (3).

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

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

(Attachment I)

Indigenous Leader of Tomorrow Entrance Scholarships

The University of Manitoba has established an entrance scholarship to recognize exceptional Indigenous high school graduates who combine outstanding leadership potential with academic giftedness. Initially, three scholarships will be offered. The number and value of the scholarships will be reviewed and may be adjusted from time to time. The scholarships, as well as priority registration, will be offered to undergraduate students who:

- (1) are Indigenous students (Status, Non-Status, Métis, Inuit);
- (2) are entering University 1 or any faculty or school of the University of Manitoba via the direct entry option, directly from high school;
- (3) have achieved a high school average of at least 90% calculated on the basis of results in the following courses (or the equivalents to these courses for students from high schools outside of Manitoba):
 - (a) English 30S or Anglais 30S;
 - (b) Applied Mathematics 30S or Pre-Calculus Mathematics 30S;
 - (c) the highest marks in three of: Biology 30S, Chemistry 30S, Physics 30S, History 30F, Geography 30S or a language at the 30S level other than English/Anglais 30S;
- (4) have demonstrated leadership qualities and future potential;
- (5) have demonstrated a high level of communication skills;

- (6) have a record of community involvement (e.g. school; local band or community; city-wide/regional, provincial, etc.);
- (7) have demonstrated achievements other than those shown by academic results (e.g. athletics, literary accomplishments, languages, etc.).

Application forms will be issued and received by the Financial Aid and Awards Office.

The candidate pool will be reviewed by members of the Senate Committee on Awards, and a short-list will be identified on the basis of academic performance (consistency and level), leadership potential, written communication skills, achievements, and the three letters of reference.

The short-listed candidates will be interviewed by the selection committee.

Following the interviews, and taking all factors into account, the committee will select the award recipients by majority decision, and identify alternate recipients in case any of the first choice candidates decline the offer. The chair of the selection committee will cast the deciding vote in the event of a split decision.

Recipients will be required to present a minimum 90% average based on those courses eligible for the University of Manitoba General Entrance Scholarships.

The selection committee will reserve the right not to make an award in any given year if there are no worthy candidates. The decision of the committee is final.

The scholarships are renewable, at a value to be determined from time to time, in each of the second, third, and fourth years of study provided that the recipient:

- (1) continues to be enrolled full-time (minimum 80% course load) in any faculty or school at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5.

Each year, candidates must submit two letters of reference to the Lead Aboriginal Student Recruitment Officer (or designate), which describes how they continue to demonstrate leadership skills and ongoing community involvement.

The Indigenous Leader of Tomorrow Entrance Scholarship may be held in name only with the Isabel Auld Entrance Scholarship, the Chancellors' Entrance Scholarship, and the President's Laureate Entrance Scholarship.

The Indigenous Leader of Tomorrow Entrance Scholarship may not be held with the University of Manitoba General Entrance Scholarship or the Leader of Tomorrow Entrance Scholarship.

The selection committee will be chaired by the Director of Financial Aid and Awards (or designate) and will include the Chancellor (or designate), the Chair of the Senate Committee on Awards (or designate), The Executive Director of Enrolment Services (or designate), the Director of the Aboriginal Student Centre (or designate), an Associate Dean, and one rotating member.

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

(Attachment II)

Jeff Kushner and Randall McGinnis Scholarship

Mr. Jeff Kushner and Dr. Randall McGinnis have established an endowment fund at the University of Manitoba with a gift of \$30,000. The purpose of the fund is to recognize and encourage LGBT undergraduate students in the Faculty of Engineering. In the 2015-2016 academic year, an additional gift

of \$1,000 will be used to award one scholarship. Each year, beginning in 2016-2017, the available annual interest will be used to offer one scholarship to an undergraduate student who:

- (1) has self-declared as LGBT on an approved University of Manitoba supplementary scholarship application;
- (2) is enrolled full-time (minimum 80% course load) in the Faculty of Engineering at the University of Manitoba;
- (3) has completed a minimum of thirty-six (36) credit hours;
- (4) has achieved a minimum degree grade point average of 3.0;
- (5) has demonstrated leadership skills with a focus on community service.

As part of the application, candidates will be required to include a statement (500 words maximum) summarizing how they meet criterion (5).

In the event that there are no qualified applicants within the Faculty of Engineering, the scholarship will be offered to an undergraduate student who is enrolled full-time (minimum 80% course load) in at least the third year of a degree program in (order of preference) Geology, Computer Science, or Medicine, and who otherwise meets criteria (1), (4) and (5) as set out in the first paragraph.

A student may apply for, and receive, this scholarship more than once providing they meet the criteria.

The Director of Financial Aid and Awards (or designate) shall name the selection committee for this award.

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

(Attachment III to VI)



UNIVERSITY
OF MANITOBA

Faculty of Agricultural and Food
Sciences

Office of the Dean
256 Agriculture Building
Winnipeg, Manitoba
Canada R3T 2N2
Phone (204) 474-6026
Fax (204) 474-7525

April 20, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
424E University Centre
University of Manitoba

RE: Geza and Trudi Racz Entrance Scholarship in Agricultural and Food Sciences

Dear Dr. Hultin,

The Faculty of Agricultural and Food Sciences supports the establishment of the Geza and Trudi Racz Entrance Scholarship in Agricultural and Food Sciences.

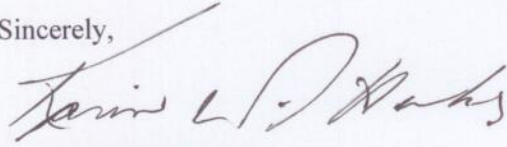
In the Fall Term of 2014, the Faculty's self-declared undergraduate Indigenous student population was 4.3% of total enrolment, compared to the University of Manitoba undergraduate Indigenous student population average of 7.3%.

Indigenous student enrolment data for the past five years in Faculty of Agricultural and Food Sciences and at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	% of undergraduate Indigenous Students in Agricultural and Food Sciences	% of undergraduate Indigenous Students at University of Manitoba
2014	4.3	7.3
2013	3.9	7.2
2012	3.7	7.1
2011	3.2	7.1
2010	3.1	6.9

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This bursary and scholarship will provide the Faculty of Agricultural and Food Sciences the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

A handwritten signature in dark ink, appearing to read "Karin L. Wittenberg". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Karin Wittenberg

Dean

Faculty of Agricultural and Food Sciences



UNIVERSITY
OF MANITOBA

Enrolment Services

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

May 25, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
424E University Centre
University of Manitoba

RE: Indigenous Leader of Tomorrow Entrance Scholarships

Dear Dr. Hultin,

Enrolment Services supports the establishment of the Indigenous Leader of Tomorrow Entrance Scholarships.

In the Fall Term of 2014, the University of Manitoba's Indigenous undergraduate student population was 7.9% of total enrolment, compared to Manitoba's Indigenous population of 16.7%¹.

Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2014	1,997	25,298	7.9
2013	1,973	25,363	7.8
2012	1,933	24,996	7.7
2011	1,876	24,374	7.7
2010	1,771	23,929	7.4

¹ Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001 [cited July 18, 2013 on Employment and Social Development Canada website: <http://well-being.esdc.gc.ca/misme-iowb/.3ndic.1t.4r@-eng.jsp?iid=36>].

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This entrance scholarship will provide the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lastra', followed by a period.

Jane Lastra
Director
Financial Aid and Awards



UNIVERSITY
OF MANITOBA

Faculty of Engineering
Office of the Dean

E2-290 Engineering Building
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Canada R3T 5V6
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May 4, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing
Awards Establishment Coordinator
424E University Centre
University of Manitoba

RE: Jeff Kushner and Randall McGinnis Scholarship

Dear Dr. Hultin,

The Faculty of Engineering supports the establishment of the Jeff Kushner and Randall McGinnis Scholarship for lesbian, gay, bisexual or transgender (LGBT) students.

A 2009 Statistics Canada survey found that two per cent of Canadians aged 18-59 reported that they are gay, lesbian or bisexual. Sociologists believe that this figure is likely under-reported. The Forum Research poll, commissioned by the *National Post* in June 2012 found that five per cent of Canadians identify as lesbian, gay, bisexual or transgender. Both are lower than the previous estimate of 10 per cent by American biologist Alfred Kinsey in 1948. If between two and 10 per cent of the population in Canada identifies as LGBT, this is an underrepresented group at the University of Manitoba.

As a Faculty, we believe it is important to create an inclusive environment for all students including LGBT students, women and students with disabilities. Indeed, the Vision statement of the Faculty of Engineering states in part that "*We aim to provide engineering programs ... whose participants reflect societal diversity especially with respect to gender balance, First Nations, Métis and Inuit participation and geographic origin.*" Students from a variety of backgrounds with a variety of experiences will enhance the education of our students and the engineering profession.

The Jeff Kushner and Randall McGinnis Scholarship will not only reward outstanding LGBT students, it will provide encouragement and inspiration to students who may feel more isolated than other students. This scholarship will provide the Faculty of Engineering the opportunity to recognize and retain LGBT students.

Sincerely,

Dr. Jonathan Beddoes
Dean
Faculty of Engineering



UNIVERSITY
OF MANITOBA

Office of Legal Counsel

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Fax (204) 474-7454

Writer's Direct Line: (204) 474-8360
Email: maria.versace@umanitoba.ca
Our File No. 2015-0257

MEMORANDUM

TO: Jane Lastra, Director, Financial Aid & Awards

FROM: Maria Versace, Legal Counsel

DATE: April 2, 2015 *M Versace*

Re: Jeff Kushner and Randall McGinnis Bursary for LGBT students in the Faculty of Engineering

You asked me to determine whether a bursary designated for lesbian, gay, bisexual, transgender, two-spirit, intersex, queer and questioning individuals (collectively referred to herein as "LGBT students") in the Faculty of Engineering would be discriminatory under The Manitoba Human Rights Code (the "Code") or the Policy: Non-Acceptance of Discriminatory Awards (the "Policy").

Based on my review of the proposed Terms of Reference (the "TOR") and the relevant statute and case law, it is my opinion that the proposed award is not discriminatory and should be accepted and established.

FACTS:

Mr. Jeff Kushner and Dr. Randall McGinnis wish to establish an endowment fund at the University of Manitoba for the purpose of supporting and encouraging LGBT students to pursue undergraduate studies in the Faculty of Engineering. In the event that there are no qualifying individuals in the Faculty of Engineering, the endowment fund is to be used for LGBT students in their second year of a degree program in Computer Science, Geology or Medicine.

According to the TOR, Mr. Kushner is an alumnus of the University of Manitoba and he and Dr. McGinnis wish to establish the bursary on the basis that "the university can be a lonely and isolating experience for LGBT students", and they wish to "offer their support for those in their community who are pursuing the challenging and rewarding path" of post-secondary education.

ISSUE:

Does the proposed bursary violate the Code or the Policy?

LAW:

University policy and applicable legislation:

The University of Manitoba's Policy on Non-Acceptance of Discriminatory Awards states at section 2.1:

As a matter of principle, the University of Manitoba will not administer any new scholarship, prize, fellowship, or bursary that discriminates on the bases of the 'applicable characteristics' enumerated in section 9(2) of the Manitoba Human Rights Code (proclaimed in force December 10, 1987, and as amended from time to time).

Exceptions are occasionally warranted when it can be demonstrated that systemic discrimination may exist that results in the under-representation of identified sub-populations in Manitoba and/or when the proposed award has as its object the amelioration of conditions of disadvantaged individuals or groups, including those who are disadvantaged because of any applicable characteristic referred to in subsection 9(2) of the Manitoba Human Rights Code. Any exception to this principle shall be made only with the consent of the unit concerned, the Senate Committee on Awards, and the Senate. A request for such an exception shall be indicated by the Committee on Awards.

The Manitoba Human Rights Code includes gender identity (s.9(2)(g)) and sexual orientation (s.9(2)(h)) as characteristics enumerated in section 9(2).

Gender and Sexuality in the Context of Education:

I have not located any cases that deal specifically with the question of whether LGBT students are under-represented or disadvantaged in post-secondary education generally or in the field of engineering specifically. However, in *Trinity Western University v. Nova Scotia Barristers' Society*, 2015 NSSC 25 (NSSC) ("*TWU v. NSBS*"), evidence was presented that suggests LGBT students do experience discrimination in the context of education. Specifically, the court heard from Dr. Mary Bryson, Full Professor of Sexuality and Gender Studies in the Department of Language and Literacy Education in the Faculty of Education at the University of British Columbia, who presented the following evidence:

106 Dr. Bryson notes that there is an extensive body of research that documents the specific and persistent harms caused by discrimination, particularly against LGB students. It results in physical, psychological and social harms. There can really be little question that LGB students exposed to an environment of discrimination suffer long term and very significant negative outcomes in education, health and others areas of life.

...

108 Dr. Bryson goes on to deal with the effects of discrimination on the larger community. Harms caused by practices of LGB exclusion negatively impact the wider campus climate. The pressure to conceal LGB orientation creates a stressful

campus climate for sexual minority members of certain Catholic secondary schools and districts where LGT students' rights are restricted, abrogated or curtailed. The LGB stigma has direct impacts on sexual minority members' academic and professional wellbeing.

...

115 ...Public reports have addressed the lack of awareness and protection concerning the wellbeing of underrepresented groups, including sexual and gender minorities. Disclosure of gender identity and sexual orientation is perceived as a significant hindrance in professional development.

116 ...Dr. Bryson goes on to reference the research on the effects of institutionalized discrimination in regulated professions other than the legal profession. She notes the extensive research on LGBT issues in education and a study that finds that the regulatory authority's enactment of or support for discrimination against LGBT teachers caused negative impacts that ranged from mental health to professional development. LBG stigma and the impacts of discrimination are felt in the medical and health care professions as well. Where authorities sanction discrimination there are serious detrimental consequences for the wellbeing and professional development of workers.

117 What this means is that in environments where LGB people are discriminated against and actions are not taken by the authorities to prevent it, they suffer personally and professionally. The research in the area is set out and Dr. Bryson adopts and endorses the conclusions. There is no reason to question her expert assessment.

These comments suggest that LGBT students could be considered as an identified, underrepresented sub-population in the University because LGBT students have historically not felt comfortable enough to self-identify and seek out supports when enrolling in post-secondary educational programs.

Affirmative Action in the Context of Scholarships and Bursaries:

In the recent decision *Esther G. Castanera Scholarship Fund*, 2015 MBQB 28 (MBQB) ("*Castanera*"), Justice Dewar of the Manitoba Court of Queen's Bench considered whether a scholarship established at the University of Manitoba to benefit women graduates of a Steinbach high school would contravene s.9(2) of the Human Rights Code or public policy. In coming to his decision that such an award would not violate the Code or public policy, Justice Dewar first reviewed two cases, *Canada Trust Co. v. Ontario (Human Rights Commission)* (1990), 74 O.R. (2d) 481 (CA) ("*Leonard Trust*"), and *University of Victoria v. British Columbia (Attorney General)*, 2000 BCSC 445 ("*UVictoria*"), which also dealt with scholarship funds established to benefit individuals belonging to certain classes or groups.

Justice Dewar noted that in the *Leonard Trust* case, that court considered a trust that was established to benefit White, British, Christian students seeking post-secondary education. The court held that the trust was discriminatory and contrary to public policy, as it was designated to benefit those

groups on the basis that "the White Race is, as a whole, best qualified by nature to be entrusted with the development of civilization and the general progress of the World", that "the progress of the World depends in the future, as is in the past, on the maintenance of the Cristian religion" and that "the conduct of the British Empire should be in the guidance of Christian persons of British Nationality who are not hampered or controlled by an allegiance or pledge of obedience to any government, power or authority, temporal or spiritual, the seat of which government, power or authority is outside the British Empire" (see *Castanera* at para.25).

In reviewing the *Leonard Trust* decision, Justice Dewar noted:

29 The conclusion to be reached upon a reading of the Leonard Trust case is that since there was no good reason demonstrated for the discriminatory conditions, they could not withstand modern day notions about equality.

30 The majority decision in the Leonard Trust case however took pains to warn that the decision which came from that case could not automatically be applied to every scholarship which contained conditions which violated some discriminatory category. Robins J.A. wrote:

42 On the material before the Court, it appears that many scholarships are currently available to students at colleges and universities in Ontario and elsewhere in Canada which restrict eligibility or grant preference on the basis of such factors as an applicant's religion, ethnic origin, sex, or language. None, however, so far as the material reveals, is rooted in concepts in any way akin to those articulated here which proclaim, in effect, some students, because of their colour or their religion, less worthy of education or less qualified for leadership than others. I think it inappropriate and indeed unwise to decide in the context of the present case and in the absence of any proper factual basis whether these other scholarships are contrary to public policy or what approach is to be adopted in determining their validity should the issue arise. The Court's intervention on public-policy grounds in this case is mandated by the, hopefully, unique provisions in the trust document establishing the Leonard Foundation.

31 The minority decision written by Tarnopolsky, J.A. in coming to a similar but not identical ultimate conclusion, contained the same cautions, namely:

103 Some concern was expressed to us that a finding of invalidity in this case would mean that any charitable trust which restricts the class of beneficiaries would also be void as against public policy. The respondents argued that this would have adverse effects on many educational scholarships currently available in Ontario and other parts of Canada. Many of these provide support for qualified students who could not attend university without financial assistance. Some are restricted to visible minorities, women or other disadvantaged groups. In my view, these trusts will have to be evaluated on a case by case

basis, should their validity be challenged. This case should not be taken as authority for the proposition that all restrictions amount to discrimination and are therefore contrary to public policy.

104 It will be necessary in each case to undertake an equality analysis like that adopted by the Human Rights Commission when approaching ss. 1 and 13 of the Human Rights Code, 1981, and that adopted by the courts when approaching s. 15(2) of the Charter. Those charitable trusts aimed at the amelioration of inequality and whose restrictions can be justified on that basis under s. 13 of the Human Rights Code or s. 15(2) of the Charter would not likely be found void because they promote rather than impede the public policy of equality. In such an analysis, attention will have to be paid to the social and historical context of the group concerned (see *Andrews v. Law Society of British Columbia*, [1989] 1 S.C.R. 143, 34 B.C.L.R. (2d) 273, 25 C.C.E.L. 255, [1989] 2 W.W.R. 289, 10 C.H.R.R. D/5719, 36 C.R.R. 193, 56 D.L.R. (4th) 1, 91 N.R. 255, at 152-153 [S.C.R.] per Wilson J. and 175 per McIntyre J.) as well as the effect of the restrictions on racial, religious or gender equality, to name but a few examples.

105 Not all restrictions will violate public policy, just as not all legislative distinctions constitute discrimination contrary to s. 15 of the Charter (*Andrews*, supra, at 168-169 per McIntyre J.). In the *Indenture* in this case, for example, there is nothing contrary to public policy as expressed in the preferences for children of "clergymen", "school teachers", etc. It would be hard to imagine in the foreseeable future that a charitable trust established to promote the education of women, aboriginal peoples, the physically or mentally handicapped, or other historically disadvantaged groups would be void as against public policy. Clearly, public trusts restricted to those in financial need would be permissible. Given the history and importance of bilingualism and multiculturalism in this country, restrictions on the basis of language would probably not be void as against public policy, subject, of course, to an analysis of the context, purpose and effect of the restriction.

Justice Dewar then went on to review the *UVictoria* case, in which the British Columbia Supreme Court considered whether a gift to benefit Roman Catholic students contravened the British Columbia Human Rights Code or public policy. In finding that the gift did not violate either the Human Rights Code or public policy, the court held that, unlike in the *Leonard Trust* case, the gift was not based on blatant religious supremacy. The court held that there was nothing offensive in the testator of a particular faith wishing to promote others of the same faith if the gift was not motivated by notions of supremacy.

Having reviewed these two cases, Justice Dewar moved to consider the *Castanera* trust, stating:

36 In my view, it is impossible to lay down a general rule that will apply to every testamentary gift to a university which is to be used for a bursary or scholarship and which contains restrictions on the eligibility of recipients. The Leonard Trust case illustrates what is not acceptable, especially with regard to race, colour, ethnic origin and religion. The University of Victoria case illustrates that promotion of people with the same religious belief is at least in some circumstances acceptable. Where does the Esther G. Castanera gift fall?

37 I prefer to rest my conclusion on the case before me on the second of the grounds used by Maczko J. in reaching his decision in the University of Victoria case. Put very simply, the restrictions which drove the decision in the Leonard Trust case were motivated by a belief that white Anglo Protestant people were superior to all other people of different races and different creeds. It is this notion that a select group of people are superior to others simply because of who they are that makes the restrictions in the Leonard Scholarships so offensive. The restrictions contained in the Castanera Scholarship Fund are not motivated by superiority. If anything, they are motivated by a desire to promote women in a field which historically was a male-dominated field. There is no suggestion that women will make better scientists than men. There is only a suggestion that women should be encouraged to enter a discipline which Dr. Castanera appeared to have enjoyed, and which historically was not populated by women. The notion that these conditions can be construed as unreasonably discriminatory is simply not sustainable.

...

42 Every gift requires a contextual assessment. A one-size-fits-all policy does not fairly provide the necessary comfort to a testator that his/her gift will be treated in the manner anticipated by them. That is not to say that the University cannot make a stricter policy than the law provides and abide by it. However, in those circumstances, it should decline to accept the gift in the first place, or apply early for a variation with service to all of those parties who might benefit if the variation was not allowed. I might add that where the request is grounded on a university policy which is more strict than public policy, such a variation should not, in my view, be automatically granted if the administration of the gift would not offend public policy or any human rights legislation.

43 In my view, any policy adopted by a university should contain language that permits the university to consider the qualitative aspects of any gift made to it.

44 Where the gift can be articulated as promoting a cause or a belief with specific reference to a past inequality, there is nothing discriminatory about such a gift. It may well be that at some point in the future, society will conclude that insufficient opportunities are granted to men simply because they are men, but that does not exist today. In my view, in today's environment, it is not offensive for this gift to benefit women rather than men, and I am not prepared to change it.

...

46 I therefore answer the questions put to me in the following way:

...

(ii) Does the qualification in the Will that the Fund to be used for "women graduates" offend or violate The Human Rights Code, C.C.S.M. c. H175 (the "Code"), or public policy?

Answer: The qualification in the Will that the Fund is to be used for "women graduates" does not offend or violate The Human Rights Code, C.C.S.M. c. H175 (the "Code"), or public policy.

The *Castanera* decision suggests that where an award is designated toward a class of people not because of the notion that the select group of people is superior to others, but instead because of a desire to promote that group in a field where they have historically been underrepresented, such award would not violate the Code or public policy. Justice Dewar was clear in the *Castanera* decision that the University of Manitoba should consider the qualitative aspects of any gift made to it, and not rely solely on quantitative analysis to determine whether there is underrepresentation.

ANALYSIS:

On the face of the TOR, this is an award that discriminates on the bases of sexual orientation and gender identity, which are protected characteristics under the Code. However, Mr. Kushner and Dr. McGinnis clearly state in the TOR that they wish to establish the bursary to benefit LGBT students because they "share the concern that in some fields of study, the University can be a lonely and isolating experience for LGBT students", and they wish to "offer their support for those in their community who are pursuing this challenging and rewarding path". They do not suggest that LGBT students are superior to other students in any way, or that LGBT students will make better engineers, computer scientists, geologists or doctors than non-LGBT students.

The evidence presented in the *TWU v. NSBS* decision suggests that LGBT students do experience discrimination as an identified, underrepresented sub-population in the University, mainly because LGBT students have historically not felt comfortable enough to self-identify and seek out supports when enrolling in post-secondary educational programs. The *Castanera* decision suggests that where an award is designated toward a class of people not because of the notion that the select group of people is superior to others, but instead because of a desire to promote that group in a field where they have historically been underrepresented, such award would not violate the Code or public policy. Justice Dewar in the *Castanera* decision also urges the university to consider the qualitative aspects of any gift made to it, and states that where the gift can be articulated as promoting a cause or a belief with specific reference to a past inequality, there is nothing discriminatory about such a gift.

On this basis, the proposed award should be accepted as an award that has as its object the amelioration of conditions of disadvantaged individuals or groups, including those who are disadvantaged because of any applicable characteristic referred to in subsection 9(2) of the Manitoba Human Rights Code, in accordance with the Policy: Non-Acceptance of Discriminatory Awards.

CONCLUSION:

The proposed bursary designated for LGBT students in the Faculty of Engineering should be accepted as an award that has as its object the amelioration of conditions of disadvantaged individuals or groups, including those who are disadvantaged because of any applicable characteristic referred to in subsection 9(2) of the Manitoba Human Rights Code, as allowed under the Policy: Non-Acceptance of Discriminatory Awards. The award would not violate the Human Rights Code or public policy because it is not created on the premise that LGBT students are superior in any way to non-LGBT student, but it is created on the premise that such award can help promote a group that has historically been underrepresented in the context of education.

End memo.

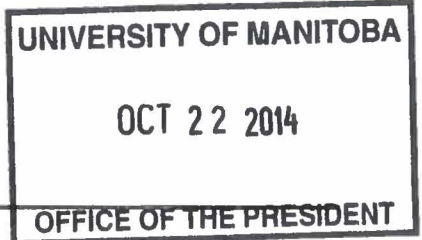
S:\Legal\Enrolment Services\2015\0257 - LGBT Award in Engineering\Memo re LGBT Award in Engineering - April 2 2015.docx



UNIVERSITY OF MANITOBA | Faculty of Engineering
Office of the Dean

E2-290 Engineering Building
Winnipeg, Manitoba
Canada R3T 5V6
Telephone 204-474-9809
Fax 204-275-3773

MEMORANDUM



Date: October 20, 2014
To: Dr. David Collins, Vice-Provost, Academic Planning and Programs
From: Jonathan Beddoes, Dean, Faculty of Engineering
J.P. Burak, Coordinator, International Programs, Faculty of Engineering
Subject: **Renewal of 2+2 Transfer Program in Engineering between UCSI University and the Faculty of Engineering at the University of Manitoba**

We have had a Transfer Agreement with UCSI University for approximately 23 years. The program was first a 1+3 Twinning Program (at the time the institution was known as Sedaya College), then a 2+2 Twinning Program from 1997 to the present. Once Sedaya obtained University Status in 2008 (and name change to UCSI University), the program transitioned to a 2+2 Transfer Program. We have had close to 200 students transfer to UM to complete their engineering degree through this program.

The current agreement requires renewal. In fulfillment of the renewal process in place, please find two copies of the Articulation Agreement Proposal form duly completed along with the required documentation.

If there are any questions, or additional information required, please feel free to contact us.

Thank you very much.

Jonathan Beddoes

JP Burak

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



UNIVERSITY
OF MANITOBA

Office of the Vice-President (Academic) & Provost Articulation Agreement Proposal

Articulation agreements are University of Manitoba (UM) Senate approved bilateral or multi-lateral agreements, between the UM and other recognized post-secondary institutions, that define the terms and conditions for consideration of admission and recognition of prior learning within the context of specific programs or credentials. Upon successful admission, students may receive established credit within a program at the UM, which shortens the path to the credential (typically a three-year or four-year degree) that is ultimately sought. Recognition of prior academic achievement may be in the form of UM equivalent course credit, general (unallocated) credit, block credit or advanced standing, reducing the total credit hours required for credential completion. This credit would be based upon either: an earned credential (for example a one-year or two year certificate / diploma) or an approved program of study at the partner institution.

NOTE: Please prepare two (2) copies of this proposal for signature and delivery to the Vice-Provost (Academic Planning and Programs).

A. UM Program and Partner Information:

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

1. UM Contact:

Jean Paul Burak

Print Name

Coordinator, International Programs, Faculty of Engineering

Designation

burakjp@ad.umanitoba.ca

Email

204-474-8974

Phone

Signature

Date

2. Name and designation of contact person from the partner institution proposing the Articulation Agreement (include full contact information including phone and email).

Ir. Assoc. Prof. Dr. Jimmy Mok VH

Designate Name

Dean, Faculty of Engineering, Technology and Built Environment

Designation

UCSI University, No. 1, Jalan Menara Gading, UCSI Heights, Cheras 56000 Kuala Lumpur, Malaysia

Address

jimmymok@ucsiuniversity.edu.my

Email

60391018880

Phone

3. Name and designation of person to sign the the Articulation Agreement for the partner institution (include full contact information including phone and email).

Dr. Teoh Kok Soo

Name of Signing Authority

Deputy Vice Chancellor, Academic Affairs & International Relations

Designation

UCSI University, No. 1, Jalan Menara Gading, UCSI Heights, Cheras 56000 Kuala Lumpur, Malaysia

Address

teohks@ucsiuniversity.edu.my

Email

60391018880

Phone

4. Name and address of partner institution:

UCSI University, No. 1 Jalan Menara Gading, UCSI Heights, Cheras 56000 Kuala Lumpur, Malaysia

B. PROPOSAL: (fields will expand automatically when you move to the next question)

Program Information

5. UM Faculty/School: Faculty of Engineering

6. UM Department/Unit: Biosystems, Civil, Computer, Electrical and Mechanical Engineering

7. UM Program to which advanced entry is sought (provide approved program name, credential and credential abbreviation):

B.Sc. Engineering

8. Program at Partner Institution from which advanced entry is sought (provide approved program name, credential and credential abbreviation):

Unlike students at the University of Manitoba, students at UCSI are registered in the International Degree Pathway Programme (IDP Programme) prior to coming to UM. They may enroll directly into the IDP Programme from high school, or transfer into it from one of the Bachelor of Engineering (Honours) programs they deliver in the engineering faculty (Civil, Mechanical, Mechatronics, Electrical and Electronic Engineering). Different than at the University of Manitoba, students at UCSI can be admitted to a Bachelor of Engineering (Honours) program in their first year at the university.

9. Start date (number of years for which the agreement is proposed to run): Start Date May 2015 Period (yrs.) 5

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

4 years. Students complete up to 22 courses at UCSI then transfer to UM (depending on the program they are transferring into - maximum courses that can presently be transferred is 22 for Civil, 22 for Mechanical, 19 for Electrical, 20 for Computer and 22 for Biosystems). The Faculty will accept students with a range of preparation - they can transfer after completing a minimum of eight first year UM equivalent courses, and anytime after that up to the maximum number on the transfer table (transfer table attached).

11. Is there a co-op requirement/option to the program. Yes ☐ No ☒

12. Detail any costs accrued to the UM arising from this proposal. Costs should include any tuition fee implications (including differential fees for international agreements) as well as application fees.

A letter from the Budget Dean detailing how any costs arising will be met must accompany the completed proposal, and funding requests for consideration by the Senate Planning and Priorities Committee (SPCC) must be submitted on the SPCC Program Proposal Budget Form (available at umanitoba.ca/admin/governance/forms/index.html under Other Forms)

See attached documentation. No funding is requested for this program. The existing revenue sharing agreement between the Faculty and Central Administration will continue as in the past.

13. Outline any additional interactions planned in relation to the agreement. For example, formal interactions with faculty of students at the partner institution; development of joint curriculum between the institutions. Please describe.

This program has been running successfully since 1992 and to date 192 students have transferred to UM. 75% have successfully completed their engineering degree at UM with 15% of these having carried on to do graduate studies. As part of the program interactions, the UM coordinator visits UCSI University at least once a year to meet the students to train and talk about studying at UM; meet the UCSI coordinator for training and discussions on the program and any difficulties that may have arisen in the year or changes needed in the program; discuss the progress of students in the program at UCSI and at UM; discuss courses being taught at UCSI; exchange course information; do presentations to prospective students; strategize on marketing activities; training of instructors about the program if required; meet with senior administration on the program development, successes and areas for improvement; and any other activity deemed required for the successful running of the program. The Faculty has assisted UCSI in developing some of their engineering degree programs and has provided exam moderation for one of their

programs for one exam cycle.

Student Selection & Support

14. Number of students to be admitted at each intake: Expected No. 10 Maximum No. 10
15. Is transfer limited to graduates of the partner institution program? Yes ☐ No ☒
16. Provide details of the requirements for advanced entry (provide a detailed mapping of the Partner's course/work requirements to the UM program on the Articulation Course Mapping Form). *Append all applicable course syllabi.*
17. Describe the entry pathway for admission and selection for articulation at the University of Manitoba. Include information on admission requirements, including English language requirements as well as minimum GPA requirements, should they fall outside the standard UM requirements. *International agreements should identify and address the role of a UM faculty member (or representative) in the student selection process.*

In order to be admitted to studies at the UofM, the UCSI student must:

- 1.1 Be registered as a full-time student at UCSI.
- 1.2 Have a minimum equivalent grade point average of 3.0 on a 4.5 point scale based on the UM calculation for all courses taken at UCSI that are applicable to the UM engineering program.
- 1.3 Have successfully completed a minimum of eight (8) first year courses from the agreed upon course equivalences of the program at UCSI, for which UM shall grant the appropriate transfer credit hours, as determined by the Faculty of Engineering at UM. All grades for those courses applied to this program obtained at UCSI will be transferred to the UM student record according to standard transfer procedures, including failed and repeated courses.
- 1.4 Meet the minimum English Language proficiency requirements as outlined in the UM General Calendar (e.g. 550 with no less than 50 on the paper-based TOEFL, 86 with no less than 20 on each of component of the internet-based, or equivalent). Students who do not meet the English language proficiency requirements upon application may still be accepted conditionally, but will be required to meet the requirement prior to commencing studies in the Faculty of Engineering. The requirement can be done by meeting one of the options listed on the UM web page, including by completing the required level(s) through the English Language Centre. A separate application through the ELC is required should the student want to attend the ELC course(s).

Students at UCSI must have their application package processed through the International University Collaboration Centre (IUCC) at UCSI - only applications received through the IUCC are considered. The application package is then forwarded to the UM Coordinator (by the IUCC) who reviews the package and student results (to ensure they meet all Faculty requirements) prior to forwarding to Enrollment Services with recommendations.

18. Outline any recruitment strategies associated with the proposed program. Include information on efforts by both the UM and the partner institutions where applicable.

The following activities are done: UCSI inserts ads in local newspapers in Malaysia; this program is part of the recruiting exercises that UCSI does locally and internationally; UCSI has brochures prepared for the program to go along with the Engineering International Booklet prepared by the Faculty of Engineering at UM; the UM coordinator participates in Canadian education days at UCSI when it is held at UCSI; the UM coordinator participates in UCSI Open Days when available in Kuala Lumpur to do so; the UCSI coordinator advertises in the faculty at UCSI and also does presentations to the students about the

program; UCSI has a unit devoted to recruiting students for transfers overseas after some level of education with UCSI.

19. What types of student support will the UM be required to provide to students participating in this program? This could include such things as orientation, advisory services, accommodation, language courses, etc.

The faculty has a coordinator dedicated to the program to provide airport pickup, academic and cultural orientation, academic support, advise during studies and support for appeals. He is available to assist the student in any way he can. Primary program academic support is provided by the respective department advisor.

Quality Assurance

20. Please indicate how often the agreement will be reviewed as well as an outline of the review process.

The agreement is renewed every 5 years. During the year the coordinators are in contact to inform each other in developments at their respective universities and any course changes. Annual reports are made and if anything needs to change, then these are proposed and worked on. Contact is maintained through e-mail and regular visits to UCSI.

21. Will feedback be provided to the partner program about student performance

Yes, this is done through on-site visits and annual reporting.

22. If the UM program is accredited by an external body, will the proposed articulation agreement impact the accreditation? If so, what steps are required to maintain accredited status.

The program has CEAB accreditation implications; however, all CEAB requirements are met in the program. The courses selected for transfer in the program are selected so that they do not adversely affect the AU calculations required to meet CEAB requirements. The success of this is shown in the recent accreditation where this program was not an issue to the reviewers and was viewed favourably. A form has been developed and used to show the unit calculations.

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

The agreement specifically states that students are not adversely affected should the program cease. Any student in the program either at UCSI or UM can complete the program

Benefit Analysis

24. Benefits anticipated from this agreement to the partners and students.

1. On the student experience front, this program has, and continues, to expose our UM students to globalization as it offers a close working relationship between the two groups of UCSI and UM students during their studies (study groups, group projects and research, and the like). UCSI students bring different perspectives to the classroom, different life experiences, and other cultural sensitivities. The addition of these students maintains the diversity among the student population and models the real-life experience most engineers will encounter whereby they will be working in multi-disciplinary, intercultural teams on engineering projects. Studying here at UM has given the students from overseas the opportunity of studying in a different country and picking up the technology and knowledge to bring back home to the areas where they would be working.
2. On a faculty level the experience gained in running this program has led to a track record of organization and efficiency that has enabled the faculty to streamline students from non-traditional tracks to complete courses - such programs as Students Without Borders (Brazil Program), APEGM students needing to

complete courses so they can be registered engineers in Manitoba and exchange students. Furthermore, the program has benefited both faculties as UM has been able to benefit from UCSI's experience in Graduate Attribute Assessment and UCSI has benefited from UM in the development of their engineering programs.

3. On an institutional level the long-term success of the program enables UM to be recognized as an institution with experience in such a joint program. The program accomplishes some of the goals in the Strategic Plan such as being an internationally engaged university with global impact and enhancing student mobility. This program also accomplishes some of the goals of the International Strategy such as being a sustainable strategic partner, an increased intercultural competency among all students and being an internationally engaged university.

25. Have any challenges or barriers to this agreement has been identified? If so, how will they be ameliorated.

The program has been running for many years and most challenges and barriers addressed. As any come up they are worked through along with the partner university via e-mail and visits.

Additional Information

26. Please provide any additional information on the proposed program that is deemed relevant to this process. Append any supporting documentation, if required.

C. Faculty Review and Approval: *(to be completed by the proposing Faculty or School)*

Dean/Director:	<i>J. Beddoes</i>	J. BEDDOES	10 Apr. 1 2015
	Signature	Print Name	Date
Faculty Council:	<i>J. Beddoes</i>	J. BEDDOES	13 Apr. 1 2015
	Signature	Print Name	Date

Proposing Faculty to forward the complete proposal to the Office of the University Secretary, as well as a copy to the Vice-Provost (Academic Planning and Programs) - electronic and original copies.

D. Senate Review and Approval:

Senate Comm. on Curriculum & Course Changes: _____	Senate Comm. on Admissions : _____
Date	Date

Senate Planning and Priorities Comm.: _____

Required? Yes ☐ No ☐ Date _____

Senate Approval: _____
 Date _____

E. Provost Review and Approval:

Vice-President (Academic) and Provost: _____

Signature _____ Date _____

Conditions:

F. Partner Institution Approval: *(please sign both copies; retain one for your files and return the other to the Vice-President (Academic) and Provost, UM)*

Print Name _____

Signature _____

Date _____

For international agreements only: following approval of the articulation agreement proposal, the next step will be to complete a *Supplementary "Student Transfer Program" Agreement*. Please contact the Office of International Relations for further details. Copies of the signed agreement must be sent to the Provost's Office prior to program commencement.

Supplementary "Student Transfer Program" Agreement Required: Yes ☐ No ☐ Received: _____
Date _____

Signed copy Routing * Action by Provost's Office

☐ Copy to Dean's Office, Proposing UM Faculty ☐ Copy to Registrar

☐ Copy to OIA

☐ Copy to University Secretary

☐ Copy to Partner Institution Signatory

☐ Copy to Admissions

☐ Copy to COPSE

Schedule 'A'

Courses Offered for the University of Manitoba/UCSI University Engineering Transfer Program									
UCSI University Course		Year	Civil	Mech	Elec	Comp	Bio sys	University of Manitoba Equivalent	
Course Code	Course Name							Course Code	Course Name
MF111	University Chemistry 1	Year 1	3	3	3	3	3	CHEM1300	University Chemistry 1
SE112	English Literature	Year 1	3	3	3	3	3	ENGL 1340	Int. Literary Analysis
EE008	Calculus & Anal. Geometry I	Year 1	3	3	3	3	3	MATH 1510	Applied Calculus 1
EE209	Computing for Engineers	Year 1	3	3	3	3	3	COMP 1012	Computer Science 1
EE109	Physics for Scien. & Eng. I (lab)	Year 1	3	3	3	3	3	PHYS 1050	Physics – Mechanics
EE160	Linear Algebra	Year 1	3	3	3	3	3	MATH 1210	Tech. of Classical/Linear Algebra
EE101	Calculus & Anal Geometry II	Year 1	3	3	3	3	3	MATH 1710	Applied Calculus 2
EM102	Engineering Statics	Year 1	3	3	3	3	3	ENG 1440	Intro to Statics
EM203	Thermodynamics I	Year 1	3	3	3	3	3	ENG 1460	Intro. Thermal Sciences
EM101	Engineering Graphics & Design & Engineering Fundamentals	Year 1						ENG 1430	Design in Engineering taken at UofMan
ED104	Electrical and Electronic Principles	Year 1	3	3	3	3	3	ENG 1450	Intro. To Elect & Comp Tech
EE108	Technical Communication	Year 2	3	3	3	3		ENG 2010	Technical Communication
EE107	Math. Methods for Engineers I	Year 2	3	3	3	3	3	MATH 2130	Engineering Math Analysis I
EE203	Math. Methods for Engineers II	Year 2	3	3	3	3	3	MATH 2132	Engineering Math Analysis II
EE305	Numerical Analysis	Year 2	4	4			4	MATH 2120	Intro. Num. Meth. For Engr
EM416	Engr Mgmt and Economics	Year 2	3	3	3	3	3	CIVL 4050	Engineering Economics
	CSE 1 – various Yr1 Arts & Mgmt	Year 1	3	3	3	3	3		Arts or Management Equiv. Course
	CSE 2 – various Yr1 Arts & Mgmt	Year 2	3	3	3	3	3		Arts or Management Equiv. Course
EM201	Fluid Mechanics	Year 2	4	3			4	CIVL 2790 MECH 2262	Fluid Mechanics (for Civils) Fund of Fluid Mech (Mechanicals)
MF112	University Chemistry 2	Year 2	3	3			3	CHEM 1310	University Chemistry 2
MF209	Microbiology	Year 2					3	MBIO 1010	Microbiology 1
MB102	Physiological Sciences 1	Year 2					3	BIOL 1410	Anatomy of the Human Body
MB103	Physiological Science 2	Year 2					3	BIOL 1412	Physiology of the Human Body
EE103	Digital Electronics I with lab	Year 2			5	5		ECE 2220	Digital Logic Systems
CC109	Java Programming 2 PLUS	Year 2				3		COMP 1020	Computer Science 2
CC105	Data Structures & Algorithms								
	Science Elective				3	3			CHEM 1310
EV203	Materials in Civil Engineering	Year 2	5					CIVL 2770	Civil Engineering Materials
EV102	Geomatics	Year 2	3					CIVL2840	Civil Engineering Geomatics
EE102	Circuit Theory 1 PLUS								
EE201	Adv. Circuit Theory & T-Lines	Year 2			4	4		ECE 2262	Circuits
EM302	Stress Analysis & Design II M	Year 2	4	4			4	MECH 2222	Mechanics of Materials
EM202	Engineering Dynamics PLUS	Year 2		4				MECH 3482	Kinematics and Dynamics
EM206	Mechanics of Machines								
EM204	Material Science (with lab)			4				MECH 2272	Engineering Materials 1
	Total No. of Courses Transferred		22	22	19	20	22		
	Total Number of Credit Hours Transferred		71	70	60	63	69		
	Approx. total Number of Credit Hours in Program (min.)		164	157-159	159-160	157-161	152-154		

**SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS**

FACULTY OF ENGINEERING

PROGRAM : UCSI (FORMERLY SEDAYA) INTERNATIONAL STUDENTS

	Funding Request	Funding Request	Funding Request	Total
PROGRAM COSTS:	Year 1	Year 2	Year 3	
Direct Program Costs				
Number of new academic positions (FTE)				0
Number of new administrative positions (FTE)				0
Academic Salaries (incl bpl)				0
Administrative (incl bpl)	18000	18360	18727	55087
Capital / One Time Expenses				0
Subtotal Direct Program Costs	18000	18360	18727	55087
Indirect Program Costs				
Operating (Appendix A)	5000	5000	5000	15000
Graduate/Undergraduate Support (Appendix B)	0	0	0	0
Admin Overhead (10% of Total Direct Program Cost)	1800	1836	1873	5509
Subtotal Indirect Program Costs	6800	6836	6873	20509
Total Program Costs (Direct & Indirect)	24800	25196	25600	75596
CURRENT RESOURCES:				
Program Revenue				
Incremental Enrollment (headcount)				0
Tuition Fees - University % in Dollars	10000	10500	11025	
Tuition Fees - Faculty % in Dollars	25000	26250	27583	78813
Other Revenue				0
Subtotal Direct Program Revenue	25000	26250	27563	78813
Faculty In Kind				
Academic Salaries				0
Administrative Salaries				0
Capital				0
Indirect Costs				0
Subtotal Faculty In Kind Funding	0	0	0	0
Total Current Resources (Program Revenue & Faculty In Kind)	25000	26250	27563	78813
New Program Funding Request:				
Funding Request (Total Program Costs - Total Current Resources)	-200	-1054	-1963	-3217

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

NOTES:

- The source for all program funds requested on this form must be shown clearly in the program proposal document including the requirements to confirm funding prior to program approval.
- Where implementation of an approved program exceeds three years add additional pages to show subsequent annual funding changes until the steady-state funding year. Indicate that annual steady-state value as the final year.
- Funding request represents additional funding required for each year of the program implementation. Funding requests are incremental (show only the change in funding and full-time equivalent staff on an annual basis) and total annual (continuing).
- Please leave any areas in the budget sheet not applicable to your new program funding request blank. Fields with formulas are locked and cannot be altered.

Program Costs:

- Direct program costs (instructional and research) include salaries and fringe benefits of faculty, instructional support staff (e.g. laboratory assistants/technicians, etc.), administrative support staff and capital equipment. One time expenses should be accounted for in year 1.
- Indirect program costs include the operating expenses (complete Appendix A), Graduate and undergraduate support costs (Appendix B) will be calculated by the appropriate office to take into account the required funds to maintain the per capita support for awards and scholarships that exists prior to the implementation of the program. Administrative Overhead will automatically be calculated base on Direct Program Costs. See Appendix A tab for examples of indirect operating costs.

Current Resources:

- Program Revenue is determined based on the faculties tuition %. Please contact the University Budget Officer @ 474-8189 to determine the appropriate % for your faculty. The University tuition % is not included in the total direct program revenue.
- Not all new programs will result in additional tuition revenue. Tuition revenue should ONLY be included when the department/faculty is reasonably assured that there will be new students.
- Current faculty program funding is to be identified in Faculty in Kind. If the faculty does not require the 10% overhead automatically calculated in program costs enter the same amount in this section to zero it out.

APPENDIX A

**SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS**

Indirect Program Costs

<u>Operating Expense Type</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7001	Travel Academic	5000	5000	5000
7002	Travel Administration			
7003	Relocation			
7004	Staff Recruitment			
7040	Printing			
7041	Copying			
7060	Office Supplies			
7061	Lab Supplies			
7062	Audio Visual Supplies			
7066	Books and Subscriptions			
7067	Other Supplies			
7068	Computing Supplies			
7082	Physical Plant Postage			
7085	Departmental Communications			
7100	Affiliated Personnel Costs			
7101	Professional Development			
7102	Professional Memberships			
7104	Other Services			
7107	Advertising and Promotion			
7109	Software Maintenance			
7180	Professional Fees			
7261	Computer/Electronic Equipment			
7263	Capital Leases			
7264	Other Equipment and Furnishings			
7400	Equipment Repairs & Maintenance			
7401	Building Repairs & Maintenance			
7402	Equipment Rental			
Other (Please Specify)				
Subtotal Operating		5000	5000	5000

For more information on expense types:

http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm

APPENDIX B**SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS****Indirect Program Costs**

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7700	Scholarships	0	0	0
7710	Bursaries	0	0	0
7720	Awards	0	0	0
Subtotal Operating		0	0	0

For more information on expense types:

http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm

This is already an established program that has already contributed over \$200,000 to the Faculty of Engineering and over \$100,000 to University Administration over the past five years.

Revenue is projected based on the previous 5-yr average. However this has fluctuated from over \$83,000 to \$16,500 depending on the number of students enrolled.

A percentage of the International Programs Coordinator's salary can be covered through this program every year. The funds should be considered Targeted Tuition, with 100% carryover to allow for funds from previous years to be used for marketing of this program and travel for recruitment.

J. P. Burak

From: Kathleen Sobie
Sent: February-11-15 2:31 PM
To: Jonathan Beddoes
Cc: J. P. Burak; Michele Brown; Gloria Song
Subject: RE: Tuition Fee Sharing - USCI

Hi Jonathan,

The mechanics of the fee sharing arrangement will not change. Engineering will continue to receive an expense budget in a targeted tuition fund (127277) that is equal to the agreed upon values per the agreement.

Can you provide our office and RCGA (Gloria Song) with a copy of the existing agreement and renewal once available?

Thanks,



UNIVERSITY
OF MANITOBA

www.umanitoba.ca

Kathleen Sobie · HB Com · CGA
University Budget Officer
Office of the Vice-President (Administration)
Room 202 Administration Building
Winnipeg, Manitoba · R3T 2N2
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From: Jonathan Beddoes
Sent: Monday, February 09, 2015 2:01 PM
To: Kathleen Sobie
Cc: J. P. Burak; Michele Brown
Subject: Tuition Fee Sharing - USCI

Hello Kathleen,

For many years, going back to the 90's, we have had an agreement with UCSI in which targeted tuition is available to the Faculty of Engineering. I believe this targeted tuition corresponds to Fund-Org 127277-332000 (Sedaya International Program – Sedaya is the previous name of UCSI). I believe the number of incoming students currently involved in this program is not large.

We are in the process of gaining Senate approval for renewal of this agreement with UCSI. For this approval, I will appreciate if you can confirm that the current tuition sharing arrangement that generates this targeted tuition will continue.

Thank You
Jonathan Beddoes
Dean, Faculty of Engineering

**SUPPLEMENTARY AGREEMENT ON
“A TRANSFER UNDERGRADUATE PROGRAM IN ENGINEERING”**

BETWEEN:

**UCSI UNIVERSITY, Malaysia
 (“UCSI”)**

and

THE UNIVERSITY OF MANITOBA, Canada
On behalf of its Faculty of Engineering,
 (“UM”)

WHEREAS:

- A. UCSI University (“UCSI”), formerly known as Sedaya College, Sedaya International College, and University College Sedaya International, is a university incorporated under the laws of Malaysia
- B. The University of Manitoba (“UM”) is a university incorporated under The University of Manitoba Act, C.C.S.M., c.U60, in the Province of Manitoba, Canada.
- C. UCSI and UM have been collaborating for a number of years in providing education programs in the fields of Engineering and Management at the undergraduate level through the transfer of students from UCSI University (then known as Sedaya College) to the University of Manitoba, as first described in the Memorandum of Agreement signed between UM and UCSI on the 25th day of September 1991 and subsequently renewed by signed agreement in 1996, 2001, 2005 and 2009;
- D. UM Management (I.H. Asper School of Business) no longer wishes to continue its involvement in the Twinning (2 +2) program at the undergraduate level through the Memorandum of Agreement. However, the UM Faculty of Engineering does want to maintain and continue collaboration through a Supplemental Agreement on this *Transfer Undergraduate Program in Engineering-Bachelor of Science in Engineering*.
- E. UCSI and UM both believe that this cooperation has been extremely beneficial to the institutions and to the larger populations of Canada and Malaysia and both wish to continue their cooperative relationship; and
- F. UCSI and UM intend to continue their long-term relationship of cooperation that enables undergraduate students at UCSI to obtain a Bachelor of Science (Engineering) degree from the Faculty of Engineering (the “Faculty”) at UM upon completion of the Undergraduate Transfer Program (as defined herein).

DEFINED TERMS:

Transfer Undergraduate Program in Engineering-Bachelor of Science in Engineering

Defined term that refers to the UCSI undergraduate student admitted to the transfer undergraduate program between UCSI and the University of Manitoba's Faculty of Engineering.

UCSI Portion of the Program

Predetermined credit courses provided at UCSI in years one and two that will be transferred toward the UM portion of the *Transfer Undergraduate Program in Engineering- Bachelor of Science in Engineering*.

UM Portion of the Program

Predetermined credit courses provided at the University of Manitoba in years three and four for credit toward the *Transfer Undergraduate Program in Engineering-Bachelor of Science in Engineering*.

NOW THEREFORE in consideration of the following terms and conditions, the parties hereby agree as follows:

1.0 **Purpose and Scope**

The purpose of this Agreement is to continue the collaborative undergraduate program in engineering with which the undergraduate students at UCSI may opt to obtain a 4 Year Bachelor's Degree in one of the departments in the Faculty of Engineering at UM following the successful completion of up to two years (maximum) of study at UCSI, as well as subsequent completion of UM relevant degree program requirements (two years minimum) at UM (the 'Undergraduate Transfer Program').

Students will have the opportunity to complete a portion of their academic program at UCSI, then transfer to UM to complete the remainder of their engineering program. Students who are admitted into the Faculty of Engineering; and who have successfully completed their courses at UCSI; and who have presented satisfactory evidence of the foregoing to the University will be eligible to have their courses transferred and credit given on a course-by-course equivalency. Block transfers will not be given.

The number of UCSI students in the *UCSI Portion of the Program* who opt to participate in the Undergraduate Transfer Program will be determined by both parties on an annual basis, but will generally be a maximum of 10 students per year with a maximum of 4 students for any one UM engineering program (i.e. biosystems, civil, computer, electrical, mechanical and manufacturing).

2.0 **Eligibility of Students for Participation in the UM Portion of the Program**

In order to be admitted to studies at UM, the UCSI student must:

- 2.1 Be registered as a full-time student at UCSI.
- 2.2 Have a minimum equivalent grade point average of 3.0 on a 4.5 point scale based on the UM calculation for courses applicable to the UM engineering program.
- 2.3 Have successfully completed a minimum of eight (8) first year courses from the agreed upon course equivalences of the *UCSI Portion of the Program* at UCSI, for which UM shall grant the appropriate transfer credit hours, as determined by the Faculty of Engineering at UM. All grades for those courses applied to the *UM Portion of the Program* obtained at UCSI will be transferred to the UM student record according to standard transfer procedures, including failed and repeated courses.

- 2.4 Meet the minimum English Language proficiency requirements as outlined in the UM General Calendar at the time of the student's admission to the *UM Portion of the Program*. Students who do not meet the English language proficiency requirements upon application may still be accepted conditionally, but will be required to meet the requirement prior to commencing studies in the Faculty of Engineering. The requirement can be done by meeting one of the options listed on the UM General Calendar, including by completing the required level(s) through the English Language Centre (see Article 3.0 following).

3.0 **English Language Instruction**

- 3.1 English language instruction to improve UCSI students' language ability is available through UM English Language Centre ("ELC"). Students who have not been educated in the English language, but who meet the ELC admission requirement for entrance to the top level of the Intensive Academic English Program ("IAEP") known as AEPUCE may enroll in AEPUCE at the ELC prior to starting their academic programs. Students without proof of English proficiency will be tested prior to the start of the *UM Portion of the Program* will be placed in an appropriate level of the IAEP
- 3.2 A separate application through the ELC is required should the student want to attend the ELC course(s). The UCSI contact person shall receive ELC applications from the students and shall forward these directly to ELC at least three (3) months in advance of the start of classes.
- 3.3 Fees for the ELC program shall be in addition to student tuition fees and shall be paid directly to ELC.
- 3.4 UCSI students must complete the ELC Program prior to commencing their academic studies in the Faculty. Students cannot take any academic courses until the English Language Proficiency requirements are met.

4.0 **Student Admission Application and Selection Process**

Students wanting to transfer to UM as participants in the *Transfer Undergraduate Program in Engineering- Bachelor of Science in Engineering* will adhere to the following admission and application process when transferring to UM:

- 4.1 All students must satisfy UM admission requirements
- 4.2 All students to be admitted to the *Transfer Undergraduate Program in Engineering-Bachelor of Science in Engineering* shall complete an on-line application and submit a printout out from this application, along with relevant supporting documentation, to the International University Collaboration Centre (IUCC) at UCSI; who in turn will send the applications to the UM Faculty coordinator by May 1st for the Fall term, and October 1 for January term. Only application packages received directly from the IUCC at UCSI will be accepted.
- 4.3 A current UCSI transcript shall accompany each student's application. This transcript must be an original UCSI transcript and only transcripts provided by the IUCC will be accepted.
- 4.4 UCSI students may apply to start their studies in either September or January. Students wanting to start in May will need special permission from the UM Faculty coordinator..
- 4.5 UM shall issue an acceptance letter for visa purposes if all of the conditions in Article 2.0 above have been met. A conditional acceptance may be granted at the UM's discretion based on the student's most current transcript available at the time of application with confirmation pending submission of final transcript, as well as pending English Language requirements if applicable.

5.0 **Academic Program and Student Status**

- 5.1 UCSI undertakes to develop and/or adjust its entry requirements, curriculum, teaching program, teaching staff, and examinations in collaboration with the UM in order that

students entering UM under the *Transfer Undergraduate Program in Engineering-Bachelor of Science in Engineering* be academically prepared for the remainder of the undergraduate program at UM in a fashion satisfactory to the Faculty and the Executive Director of Enrolment Services at UM. UM undertakes to supply relevant course information to help in this development.

- 5.2 Courses accepted for transfer credits to the UM will be reviewed and approved by the Faculty on a regular basis.
- 5.3 Students who have completed the required courses at UCSI will be given the appropriate credit transfer according to the agreed upon course transfer table developed for the *Transfer Undergraduate Program in Engineering-Bachelor of Science in Engineering*. UCSI will recognize the credits the students earn at UM and will transfer these credits back to UCSI if the students choose to return to UCSI before the completion of studies at UM. UCSI assumes the responsibility of assessing and granting transfer credits for courses completed at UM and transferred to UCSI.
- 5.4 UM shall ensure that UCSI students have access to academic advising, laboratories, libraries, computers and other facilities available to regular full-time students at UM.
- 5.5 UM shall award a Bachelor of Science in Engineering degree to the students upon successful completion of the Undergraduate Degree Program requirements at UM.
- 5.6 Students shall not be permitted to remain in the Faculty of Engineering (Undergraduate Transfer Program) except as supernumery students. By policy of the Senate and Board of UM this means that they have been granted places in the Faculty which exceed the established number of places in the programs to which they have been admitted.
- 5.7 UM undertakes to collaborate with UCSI on the development of this the *UM Portion of the Program* through reciprocal visits, discussions and review of curriculum and provision of relevant course information to the extent permitted by the relevant instructors.
- 5.8 UCSI students may request a transcript indicating credits earned at UM. The then current processing fee for issuing transcripts will apply.

6.0 Institutional Student Fees

- 6.1 Institutional fees:
 - 6.1.1 Tuition fees: Students in the Undergraduate Transfer Program shall pay to UM normal tuition fees, based on their registered course load, plus the normal required differential fee for international students at the then current rate.
 - 6.1.2 Language course fees: Courses taken to improve the students' English language ability require a separate fee payable directly to ELC.
 - 6.1.3 Other fees: Students shall be responsible for other compulsory UM student fees (e.g., application, endowment, student organization and health insurance).
 - 6.1.4 Full-time international students studying in Manitoba will be eligible for provincial health coverage from Manitoba Health. In order to qualify for Manitoba Health coverage, a student must have a valid Study Permit issued by Citizenship and Immigration Canada that is valid for a minimum of six months, AND live in Manitoba for a minimum of six months in a calendar year. In addition, students shall be required to purchase the University of Manitoba Students' Union Health & Dental Plan unless they choose to opt out of this plan and can prove they have equal coverage through a different plan.
- 6.2 Means of payment:
 - 6.2.1 UCSI students shall submit payment for all institutional fees directly to UM in accordance with the fee payment requirements and schedule stated on the UM website (Registrar's Office and Financial Services), as updated and otherwise amended from time to time by UM.
 - 6.2.2 Students are subject to all penalties for non-payment of fees in accordance with the university regulations.

- 6.3 Additional expenses: UCSI students shall be responsible for all costs relating to accommodation, cost of living and extra student fees (e.g. transcript fees, club memberships, specialized sports facility fees, the costs for books, course materials and excursion fees).
- 6.4 Refund policy: In the event that a UCSI student withdraws from a course(s) prior to completion of the course(s), UM shall refund fees paid directly to UM to the student according to the standard UM refund policy.
- 7.0 **Student Rights and Responsibilities**
- 7.1 While enrolled at UM, the students shall have the same privileges provided to regular full-time students of UM. The students shall also be subject to the rules, regulations and discipline of UM.
- 7.2 Students shall be responsible for conforming to Canadian immigration requirements and obtaining the necessary and appropriate visas for their time while at UM.
- 7.3 Students shall be responsible for all arrangements and costs relating to travel to and from UM.
- 7.4 Students shall be responsible for all costs of living while at UM.
- 8.0 **Student Assistance**
- 8.1 UM shall advise students of resources, as available, to assist in the location of accommodation.
- 8.2 Students shall have access to orientation and other support services normally provided for international students studying at UM.
- 8.3 Students shall have access to an advisor designated by the Faculty whose services are available for academic and non-academic advice and support. UM shall provide ongoing advice and support for students through the contact person, or designate, as required.
- 8.4 Notwithstanding its involvement by way of assistance, UM shall not be liable, legally or financially, to students or host families, for any loss, action, cost or expenses arising from accommodation arrangements.
- 8.5 UM shall not be responsible for any consequences should the student fail to get a visa for any reason.
- 9.0 **Privacy**
- 9.1 The parties recognize that certain personal information collected by them in the course of executing this agreement may be disclosed to the other. The parties agree that this information will be handled in a manner that complies with the respective applicable privacy legislation in their respective countries, for example, UM shall be bound by the personal *Information of Electronic Documents Act* (PIPEDA) and *The Freedom of Information and Protection of Privacy Act* (FIPPA) in Canada, and UM shall not be bound by similar privacy legislation in Malaysia.
- 9.2 For student recruitment purposes and other such purposes, both parties may state the Program to be a joint effort of UCSI and UM. UM permits UCSI to use materials relevant to the courses listed in the curriculum of the Program (such as course description, course syllabus, etc., as provided by UM) in the conduct of course lectures at UCSI.
- 10.0 **Indemnification**
- Each Party shall be liable for the actions of its own employees, officers, agents and representatives and shall save the other party harmless from any losses relating thereto.

11.0 Commencement and Duration

This Agreement shall commence the ____ day of____, 20___. The terms and conditions of this agreement will remain in effect for five (5) years from that date, subject to annual review and modification by written agreement of both parties. .

Either party may make written recommendations concerning modifications, additions, or deletions to this agreement. The written approval of UCSI and UM shall be required for such modifications, additions, or deletions.

The agreement shall apply to all students currently studying at the University of Manitoba as well as all future UCSI students entering under the *Transfer Undergraduate Program in Engineering-Bachelor of Science in Engineering*.

12.0 Termination

The Agreement may be terminated by either party giving twelve (12) months written notice to the other party or where an earlier termination date is mutually agreed upon. In the event of termination, the respective parties will honour all commitments to students participating in the Undergraduate Transfer Program, whether at UM or at UCSI. No further group of students shall be recruited for any admission period that starts after the effective date of termination.

13.0 Agreement in Counterparts

This Agreement may be executed in one or more counterparts each of which when so executed and all of which together shall constitute one and the same Agreement. Delivery of executed counterparts may be accomplished by facsimile or electronic transmission.

14.0 Contact Persons

Each institution will designate an individual(s) who will serve as the contact person(s) for this Agreement. The contact person, or designate will be responsible for coordinating the specific requests of the program, preparing and distributing reports on the progress of the program, and advising and assisting students. Both parties agree to evaluate the program two months prior to the completion of the program and submit any proposed amendments to each other.

The contact person for this Agreement for UCSI is:

Name: Sudesh Balasubramaniam, B.Sc. Civil Engineering, Grad Cert in Management
Senior Director, Student Affairs
Address: Student Affairs Office
UCSI University
Kuala Lumpur Campus
No. 1, Jalan Menara Gading,
UCSI Heights, Cheras 56000
Kuala Lumpur, Malaysia
Tel: (+603) 9101 8880 Ext. 3167
Fax: (+603) 9102 3606
E-mail: sudeshb@ucsi.edu.my
Website: www.ucsi.edu.my

The contact person for this Agreement for UM is:

Name: Jean Paul Burak, M.Sc., P.Eng.
Address: University of Manitoba
Faculty of Engineering
Office of the Dean
EITC E2-290
Winnipeg, Manitoba
R3T 5V6
Canada
Tel: (01) 204-474-8974 (Office)
Fax: (01) 204-275-3773
E-mail: burakjp@cc.umanitoba.ca
Website : www.umanitoba.ca

Notification of any change in contact persons may be made by letter without amendment to this agreement.

Signed on behalf of:

THE UNIVERSITY OF MANITOBA

UCSI UNIVERSITY

Peter T.S. Ng, B.Sc., H.BA (Psy), MBA, DMM
Group President & Vice Chancellor

Witness

Witness

Date

Date

Schedule 'A'

Courses Offered for the University of Manitoba/UCSI University Engineering Transfer Program									
UCSI University Course		Year	Civil	Mech	Elec	Comp	Bio sys	University of Manitoba Equivalent	
Course Code	Course Name							Course Code	Course Name
MF111	University Chemistry 1	Year 1	3	3	3	3	3	CHEM1300	University Chemistry 1
SE112	English Literature	Year 1	3	3	3	3	3	ENGL 1340	Int. Literary Analysis
EE008	Calculus & Anal. Geometry I	Year 1	3	3	3	3	3	MATH 1510	Applied Calculus 1
EE209	Computing for Engineers	Year 1	3	3	3	3	3	COMP 1012	Computer Science 1
EE109	Physics for Scien. & Eng. I (lab)	Year 1	3	3	3	3	3	PHYS 1050	Physics – Mechanics
EE160	Linear Algebra	Year 1	3	3	3	3	3	MATH 1210	Tech. of Classical/Linear Algebra
EE101	Calculus & Anal Geometry II	Year 1	3	3	3	3	3	MATH 1710	Applied Calculus 2
EM102	Engineering Statics	Year 1	3	3	3	3	3	ENG 1440	Intro to Statics
EM203	Thermodynamics I	Year 1	3	3	3	3	3	ENG 1460	Intro. Thermal Sciences
EM101	Engineering Graphics & Design & Engineering Fundamentals	Year 1						ENG 1430	Design in Engineering taken at UofMan
ED104	Electrical and Electronic Principles	Year 1	3	3	3	3	3	ENG 1450	Intro. To Elect & Comp Tech
EE108	Technical Communication	Year 2	3	3	3	3		ENG 2010	Technical Communication
EE107	Math. Methods for Engineers I	Year 2	3	3	3	3	3	MATH 2130	Engineering Math Analysis I
EE203	Math. Methods for Engineers II	Year 2	3	3	3	3	3	MATH 2132	Engineering Math Analysis II
EE305	Numerical Analysis	Year 2	4	4			4	MATH 2120	Intro. Num. Meth. For Engr
EM416	Engr Mgmt and Economics	Year 2	3	3	3	3	3	CIVL 4050	Engineering Economics
	CSE 1 – various Yr1 Arts & Mgmt	Year 1	3	3	3	3	3		Arts or Management Equiv. Course
	CSE 2 – various Yr1 Arts & Mgmt	Year 2	3	3	3	3	3		Arts or Management Equiv. Course
EM201	Fluid Mechanics	Year 2	4	3			4	CIVL 2790 MECH 2262	Fluid Mechanics (for Civils) Fund of Fluid Mech (Mechanicals)
MF112	University Chemistry 2	Year 2	3	3			3	CHEM 1310	University Chemistry 2
MF209	Microbiology	Year 2					3	MBIO 1010	Microbiology 1
MB102	Physiological Sciences 1	Year 2					3	BIOL 1410	Anatomy of the Human Body
MB103	Physiological Science 2	Year 2					3	BIOL 1412	Physiology of the Human Body
EE103	Digital Electronics I with lab	Year 2			5	5		ECE 2220	Digital Logic Systems
CC109	Java Programming 2 PLUS	Year 2				3		COMP 1020	Computer Science 2
CC105	Data Structures & Algorithms								
	Science Elective				3	3			CHEM 1310
EV203	Materials in Civil Engineering	Year 2	5					CIVL 2770	Civil Engineering Materials
EV102	Geomatics	Year 2	3					CIVL2840	Civil Engineering Geomatics
EE102	Circuit Theory 1 PLUS								
EE201	Adv. Circuit Theory & T-Lines	Year 2			4	4		ECE 2262	Circuits
EM302	Stress Analysis & Design II M	Year 2	4	4			4	MECH 2222	Mechanics of Materials
EM202	Engineering Dynamics PLUS	Year 2		4				MECH 3482	Kinematics and Dynamics
EM206	Mechanics of Machines								
EM204	Material Science (with lab)			4				MECH 2272	Engineering Materials 1
	Total No. of Courses Transferred		22	22	19	20	22		
	Total Number of Credit Hours Transferred		71	70	60	63	69		
	Approx. total Number of Credit Hours in Program (min.)		164	157-159	159-160	157-161	152-154		

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Engineering to renew their articulation agreement with UCSI University (2015.02.27)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Engineering is proposing a renewal of an articulation agreement with UCSI University in Malaysia effective May 1, 2015 for a period of 5 years.
3. The proposal was endorsed by SCADM on February 27, 2015.

Observations:

1. SCADM reviewed the entire proposal; however, the main focus was on section 17 as this section outlines the admission requirements.
2. Students are required to complete a minimum of eight first year courses from the agreed upon course equivalencies list at UCSI University prior to submitting their application. Many students complete more than the minimum eight required courses prior to submitting their application.
3. Students must meet the University of Manitoba English language proficiency standard prior to beginning their studies at the University of Manitoba.
4. Since the agreement's inception in 1997, over 200 students have transferred from UCSI University to the University of Manitoba to complete their Engineering degree.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to renew the articulation agreement with UCSI University be approved effective May 1, 2015.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

Report of the Senate Committee on Curriculum and Course Changes RE: Articulation Agreement Proposal, University of Manitoba, Bachelor of Science Degrees in Engineering – UCSI University, Bachelor of Engineering (Honours) Degrees

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
2. At its meeting on February 6, 2015, the committee considered a proposal from the Faculty of Engineering, to formally establish an articulation agreement between the University of Manitoba and UCSI University, Kuala Lumpur, Malaysia, for a term of five years, effective May 1, 2015.

Observations:

1. The proposed articulation agreement between the University of Manitoba, Faculty of Engineering, and UCSI University, would allow students in the International Degree Pathway (IDP) Program at UCSI University to transfer to the University of Manitoba, to complete a Bachelor of Science in Engineering degree. The articulation agreement would formalize an existing agreement, currently described as a transfer program, initially established between the Faculty of Engineering and UCSI University (formerly Sedaya College) in 1991.
2. In order to qualify for admission, students would be required to complete a minimum of eight (8) and up to a maximum of twenty-two (22) courses in the IDP Program at UCSI University, with a minimum Grade Point Average of 3.0 on those courses eligible for credit recognition in a B.Sc. in Engineering at the University of Manitoba. Students would also be required to meet the University's minimum English language proficiency requirements.
3. It was noted that the proposed articulation agreement is not actually a "2 + 2 transfer program" as those students who had completed only eight (8) courses in the IDP Program would require more than two years of study at the University of Manitoba to complete their degree program. The SCCCC was informed that most students do complete two years of study in the IDP Program before transferring to the University of Manitoba.
4. UCSI University courses eligible for credit recognition in Engineering programs at the University of Manitoba are set out in the course mapping form included with the proposal.
5. A maximum of ten (10) students would be admitted from the IDP Program at UCSI University each year. The SCCCC was informed that enrolment of these students would be supernumerary to established enrolment limits in the Faculty of Engineering.
6. Seventy-five (75) percent of the 192 students who transferred from the IDP Program to a B.Sc. in Engineering program at the University of Manitoba since 1992 have successfully

completed their program. Fifteen (15) percent of these graduates have continued on to graduate programs.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve the articulation agreement proposal between the University of Manitoba, Faculty of Engineering, and UCSI University concerning credit recognition in Bachelor of Science in Engineering degree programs at the University of Manitoba, for a five-year term effective May 1, 2015.

Respectfully submitted,

Professor G. Smith, Acting Chair
Senate Committee on Curriculum and Course Changes

Report of the Senate Planning and Priorities Committee RE: Articulation Agreement Proposal, University of Manitoba, B.Sc. Degrees in Engineering – UCSI University, B.Eng.(Hons.) Degrees

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.htm wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. At its meetings on January 26 and March 30, 2015, the committee considered a proposal from the Faculty of Engineering to formally establish an articulation agreement between the University of Manitoba and UCSI University, Kuala Lumpur, Malaysia, for a term of five years, effective upon approval by Senate. The articulation agreement would permit students who have completed a minimum of eight (8) and a maximum of twenty-two (22) courses in the International Degree Pathway (IDP) Programme at UCSI University, to receive advanced standing toward a Bachelor of Science in Engineering at the University of Manitoba.

Observations:

1. The proposed articulation agreement between the University of Manitoba, Faculty of Engineering, and UCSI University, would permit students who have completed a minimum of eight (8) and up to a maximum of twenty-two (22) courses in the IDP Programme at UCSI University to transfer to the University of Manitoba to complete a Bachelor of Science in Engineering degree. Students would be encouraged to complete twenty-two courses, which is equivalent to two years of study, at UCSI University before transferring to the University of Manitoba.
2. In order to qualify for admission, students would require a minimum Grade Point Average of 3.0 on courses completed at UCSI University that are eligible for credit recognition (i.e. transfer credit) in a B.Sc. in Engineering at the University of Manitoba, as set out in the Articulation Agreement Course Mapping Form. Students would also be required to meet the University's minimum English language proficiency requirements.
3. Approval of the proposed articulation agreement would formalize, through Senate, an agreement between the Faculty of Engineering and UCSI University, which was first established in 1992 as an agreement for a twinning program between the Faculty and Sedaya College, and which has existed as an agreement for a transfer program since 2008, when Sedaya College obtained university-status and was renamed UCSI University.
4. A maximum of ten students would be admitted to the Faculty of Engineering, from the IDP Programme at UCSI University, in any given year.
5. The SPPC was assured that students who are admitted to the Faculty of Engineering from the IDP Programme would not take spaces in Engineering programs that would otherwise be filled by students from Manitoba, other domestic students, or other international students admitted through the regular admission processes. The latter student cohorts are admitted to the Faculty in Years 1 and 2 and are accepted into specific programs (i.e. Biosystems, Civil, Computer, Electrical, or Mechanical) in Year 2. Students who transfer from UCSI University would typically

transfer into Year 3 of a program, when competition for spaces in the programs is not as great as in the first two years.

6. Since 1992, a total of 192 students have transferred from Sedaya College/UCSI University to the Faculty of Engineering at the University of Manitoba. Seventy-five (75) percent of these students have graduated with a B.Sc. in Engineering and fifteen (15) percent of those have continued on to graduate programs at the University of Manitoba and elsewhere.
7. The Faculty of Engineering has indicated that additional resources are not required to support the articulation agreement. The Faculty would continue to receive a share of the tuition revenue generated by the program based on an existing fee-sharing agreement.

Recommendation

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the articulation agreement proposal between the University of Manitoba, Faculty of Engineering, and UCSI University concerning credit recognition in Bachelor of Science in Engineering degree programs at the University of Manitoba, for students who have completed a minimum of eight and a maximum of twenty-two courses in the International Degree Pathway Programme at UCSI University, for a five-year term effective upon approval by Senate.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

Report of the Faculty Council of Graduate Studies on Regulation Changes

Preamble:

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to policy changes and the revising of the FGS Academic Guide. Recommendations for academic changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on April 15, 2015 to consider amendments to the Master's and Ph.D. sections of the Academic Guide, specifically, to Sections:
 - a. **4.6.1 (Advisory Committee) Thesis/Practicum Route;**
 - b. **4.8.1.2 Examining Committee;**
 - c. **5.2.3 Advisory Committee; and**
 - d. **5.11.1 Formation of the Examining Committee I - University of Manitoba (Internal) Examiners**

The Council also considered an amendment to the English Language Proficiency Requirements, specifically the Graduate TOEFL requirement.

Observations

1. Master's Section

4.6 Advisory Committee

4.6.1 Thesis/Practicum Route

Advisory committees are normally selected by the advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice to the student during his/her research program. The advisory committee must consist of a minimum of three members (including the advisor/co-advisor), two of whom must be members of the Faculty of Graduate Studies, one of whom must hold a primary appointment from within the unit and one of whom must hold no appointment within the unit. It is expected that, under normal circumstances, Advisory Committee members have a Masters degree or equivalent. Advisory committees may include one non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.

Additional specifications regarding the advisory committee are found in the unit supplemental regulations and students should consult these regulations for specific requirements.

4.8.1.2 Examining Committee

The advisor will recommend an examining committee to the unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the “Master’s Thesis/Practicum Title and Appointment of Examiners” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). This form must be approved by the Dean of the Faculty of Graduate Studies prior to the distribution of the thesis

Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the unit’s Supplemental regulations. The examining committee must consist of a minimum of three members (including the advisor), two of whom must be members of the Faculty of Graduate Studies, one of whom must hold a primary appointment from within the unit and one of whom must hold no appointment within the unit. All examiners must be deemed qualified by the unit Head and be willing to serve. It is expected that, under normal circumstances, Examination Committee members have a Masters degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual units require specific requirements for examination and students should consult unit supplemental regulations for specific requirements.

The Head of the unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:

- Acceptable, without modification or with minor revision(s); or
- Acceptable, subject to modification and/or revision(s); or
- Not acceptable.

If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.

Ph.D. Section

5.2.3 Advisory Committee

The Head of the unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are normally selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice to the student during his/her program. The advisory committee must consist of a minimum of three members of the Faculty of Graduate Studies, one of whom must hold a primary appointment from within the unit and one of whom must hold no appointment within the unit. Advisory committees may include one non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. It is expected that, under normal circumstances, Advisory Committee members have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings which must be held at least annually are not intended to take the place of meetings between the student and advisor, which should occur with much greater frequency than the advisory committee meetings.

5.11.1 Formation of the Examining Committee I - University of Manitoba (Internal Examiners)

The candidate's advisor (and, if appropriate, co-advisor) is considered to be a voting member of the examining committee. The candidate's advisor/co-advisor, in consultation with the Head of the unit, will recommend at least three internal thesis examiners, including the advisor/co-advisor, to the Dean of the Faculty of Graduate Studies for approval via the Thesis Submission Portal on JUMP. One member must hold a primary appointment within the unit and one member must hold no appointment within the unit. All internal examiners must be members of the Faculty of Graduate Studies. It is expected that, under normal circumstances, Examining Committee members have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Under normal circumstances these will be members of the candidate's advisory committee, if not, approval must be obtained from the Dean of the Faculty of Graduate Studies.

2. Proposal to Change English Language Proficiency Requirements

Current Requirements

Proficiency in English can be demonstrated prior to admission by:

- i. Possessing a high school diploma or university degree from Canada or one of the countries on the English Language Proficiency Test Exemption List
- ii. Successfully completing an English Language Proficiency Test (some departments may require a specific test or test scores greater than those indicated)

MELAB - Achieve a minimum Final MELAB score of 80

TOEFL - Achieve a minimum iBT score of 80, or a minimum PBT of 550

CanTEST - Achieve a minimum band of 4.5 in Listening and Reading, and a band of 4.0 in Writing

IELTS - Achieve a minimum score of 6.5 on the Academic Module

CAEL - Achieve a minimum 60 overall and 60 on each subject

AEPUCE - Achieve a minimum 65% overall

PTE Academic - minimum 59 overall

Table 1. Current U15 TOEFL Requirements for Admission to Graduate Studies

University	iBT	Written Test	Comments
Ottawa	79-80	550	
UBC	80	550	
Calgary	80	550	
Saskatchewan	80	550	min. 20 on each component
Manitoba	80	550	
McGill	86	567	min. 20 on each component
Western	86	550	
Queen's	88	580	min. 24 on writing test; 22 on

		(undergrad)	speaking and reading tests; 20 on listening test
Alberta	88	550	
Waterloo	90	580	min. 22 on writing/speaking components
Dalhousie	92	580	
McMaster	92	580	
Toronto	93	580	
Laval	Language of instruction is French. There appears to be no general TOEFL requirement.		
Montreal	Language of instruction is French. There appears to be no general TOEFL requirement.		

Note: excluding the University of Manitoba requirement, the median U15 iBT score is 86.

University of Manitoba Context

In June of 2013, the Senate of the University of Manitoba approved a proposal to raise the undergraduate iBT TOEFL requirement from 80 to 86, the median score required for admission to undergraduate programs at U15 institutions. Admission to a graduate program at the University of Manitoba should, at a minimum, be equivalent to that for admission to an undergraduate program.

The following table shows a distribution of iBT TOEFL scores for students admitted to the Faculty of Graduate Studies in 2013 and 2014.

Table 2. University of Manitoba iBT TOEFL Scores for 2013 and 2014

Program Start	Number TOEFL Scores Submitted	Number between 80 - 85	Number 86 and above	Total Number Students Admitted
Winter 2013	4	2 (50%)	2	149
Summer 2013	7	1 (14.3%)	6	108
Fall 2013	112	17 (15.2%)	95	742
Winter 2014	27	9 (33.3%)	18	215
Summer 2014	17	5 (29.4%)	12	129
Fall 2014	113	12 (10.6%)	101	873
Total	280	46 (16.4%)	234	2216

For the students admitted in 2013 and 2014 that required a TOEFL score, 16.4% (or 46 students) would not have met the proposed minimum of a score of 86. These 46 students represent 2% of the students admitted in 2013 and 2014.

Proposal

Increase the TOEFL score requirement for admission to the Faculty of Graduate Studies **to 86 iBT or 567 paper-based**, to be consistent with admission to an undergraduate program at the University of Manitoba, and consistent with the median requirement for admission to graduate programs at U15 institutions.

Recommendations

THAT Senate approve the Report of the Faculty Council of Graduate Studies [dated April 15, 2015] regarding the amendments to Sections 4.6.1 (Advisory Committee) Thesis/Practicum Route, 4.8.1.2 Examining Committee, 5.2.3 Advisory Committee, and 5.11.1 Formation of the Examining Committee I - University of Manitoba (Internal) Examiners of the Faculty of Graduate Studies Academic Guide and the increase in the graduate TOEFL requirement.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

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

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on April 15, 2015 to consider a proposal from the Asper School of Business (MBA).

Observations

1. The **Asper School of Business** Master of Business Administration program proposes the introduction of a Student Exchange Program.

Exposure to international economic contexts, knowledge of the ways other countries do business, and an appreciation of other cultures are necessary and important aspects of a quality business education. An effective way for students to gain these is through a study-abroad program, which can be enabled through international student exchange agreements with foreign educational institutions.

The Asper School of Business has a very active international exchange program, which is also the largest at the University of Manitoba. The MBA Program has been receiving a number of requests from its MBA students to allow them to take courses abroad. Given the demand and the fact that most major business schools include and promote international exchange, the Asper MBA Program would like to initiate a study-abroad program for its MBA students.

The goals of the MBA Student Exchange Program are to help students:

1. Get exposure to new academic, business, economic, socio-cultural, legal, and geographic contexts.
2. Develop an appreciation for other cultures and enhance their ability to adapt to foreign contexts.
3. Acquire an international orientation that will help them recognize the world as a potential market for businesses.
4. Enhance their ability to secure jobs, both domestically and internationally, as a result of the differentiation and experience they gain from the exchange.

It is recognized that students can benefit from going on exchange to other domestic institutions as well. For instance, a student may wish to take some specialized MBA courses that are not offered at the University of Manitoba, but which are at another Canadian institution. In such a case, it would be in the student's best interest for us to allow him/her to take courses at the other institution for a term and have those credits count toward his/her MBA program. Therefore, a domestic exchange is also included in this proposal, although it is expected that most student exchanges will be with institutions in other countries.

Proposal:

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

- 1) MBA students in academic good standing will be allowed to go on exchange for a term (or for shorter/longer period, depending on length of courses at the host school) to educational institutions that are approved for exchange by the MBA Program Committee and the Faculty of Graduate Studies.
- 2) Courses taken while on exchange will be eligible for transfer credit to the Asper MBA program. Courses will have to be approved as eligible by the Asper School's exchange coordinator (who will do so in consultation with the Graduate Program Manager of the Asper School) prior to the student going on exchange.
- 3) The exchange program will be open to both part-time and full-time MBA students.
- 4) Students will be allowed to go on exchange only once during their MBA program. Exception to this will require consideration on a case-by-case basis by the MBA Program Committee.
- 5) Students will have to take a minimum of 9 credit hours of courses while on exchange. The maximum possible is 12 credit hours. Exceptions (maximum only) will require consideration on a case-by-case basis by the MBA Program Committee.
- 6) Students will be permitted to go on exchange only after they have completed at least 21 CH in their MBA program. Any course credits as a result of course exemptions from prior education will not count toward the 21 CH. That is, the 21 CH have to be from courses taken in the Asper MBA Program.
- 7) While on exchange, students will be allowed to take any core or elective MBA course except for the following (or any course deemed equivalent), with approval by the Exchange Coordinator and MBA Program Office. This list is tentative and subject to change by the MBA Program Committee:
 - a. IDM 7130 Contemporary Themes in Business
 - b. GMGT 7200 Critical and Creative Thinking
 - c. IDM 7120 Executive Leadership and Responsibility
 - d. IDM 7510 Leadership and Change
 - e. GMGT 7210 Strategy (capstone)
 - f. IDM 7050 International Study Trip
 - g. IDM 5120 Career Development Seminar
 - h. IDM 7010 (Capstone topics experiential course)
- 8) Exchange agreements will be limited to reputed MBA programs or their equivalent. Aspects such as accreditations, school ranking, and unique academic strengths will be used as guides to choose schools. Exchange partners will have to be approved by the MBA Program Committee and the Faculty of Graduate Studies. The Asper School already has undergraduate exchange agreements with over 40 partner institutions worldwide. The agreements with some of those institutions will be expanded to include MBA. In addition, new partners will be sought. Some potential schools under consideration for MBA student exchange from the School's current undergraduate partners (with accreditations) are:
 - a. Leeds University, UK (EQUIS)
 - b. Hong Kong University of Science and Technology, Hong Kong (AACSB)
 - c. City University of Hong Kong, Hong Kong (AACSB, EQUIS)
 - d. Singapore Management University, Singapore (AACSB, EQUIS)
 - e. KEDGE Business School, France (AACSB, EQUIS)
 - f. Sup de co Montpellier, France (AACSB)

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

In addition to the above current partners, the Asper School will be seeking exchange partnerships with leading business schools around the world.

- 9) Normally, students will not be permitted to go on exchange to their home country. Permission for an international student to go on exchange to an institution in their home country or for any student to go to another Canadian institution will require a valid academic reason such as the desire to take certain highly-specialized courses offered by the other school that the Asper School does not offer. Such exceptions will be considered on a case-by-case basis by the MBA Program Committee.
- 10) As is typical in exchange agreements, there will be no transfer of monies between the University of Manitoba and the exchange partner school. Exchange students at both ends will pay tuition fees to the home school (University of Manitoba, in the case of our students), not to the host school.
- 11) Students are expected to pay for their travel, accommodation, insurance, passport and visa expenses, etc. when going on exchange.
- 12) It is hoped that there would be a balance of the number of incoming and outgoing students with any given school, over a 5-year period. In the event there is significant imbalance that is not in our favor, it will be taken into account while reviewing the possibility of extension of the agreement following its term.
- 13) Anticipated implementation date of exchange program is September 1, 2015.

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the program changes from the unit listed below be approved by Senate:

Asper School of Business (MBA)

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on April 15, 2015 to consider a proposal from the Dept. of Soil Science (Agricultural & Food Sciences).

Observations

1. The **Dept. of Soil Science** proposes a reduction (essentially, a re-defining) of credit hours at the Ph.D. level.

<u>Current Course Work Requirements</u>	<u>Proposed Course Work Requirements</u>
To meet graduation requirements, all students must have demonstrated either in their current program or in previous studies:	To meet graduation requirements, all students must have demonstrated either in their current program or in previous studies:
a) Twelve credit hours in fundamental and applied soil sciences at the senior undergraduate or graduate level; AND	a) Twelve credit hours in fundamental and applied soil sciences at the senior undergraduate or graduate level; AND
b) Experimental design and statistical analysis - 3 credit hours at the senior undergraduate or graduate level; AND	b) Experimental design and statistical analysis - 3 credit hours at the senior undergraduate or graduate level; AND
c) Communication skills – In addition to completing SOIL7220, students will normally present papers at scientific meetings	c) Communication skills – students will have completed SOIL7220 or a similar course approved by the Department Head . In addition, students will normally present papers at scientific meetings
The course work will include a minimum of 9 credit hours at the 7000 level or higher, consisting of:	The course work will be a minimum of 6 credit hours at the 7000 level or higher of which 3 credit hours must be from the Department of Soil Science.

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

SOIL7220 (Principles of Scientific Research and Communication; note that this course is waived if taken within the previous 5 years), plus 6 additional credit hours, of which 3 credit hours must be from the Department of Soil Science.	
Where admission to the Ph.D. is directly from an Honours Bachelor Degree or equivalent, the credit-hours required are less than that indicated by the Faculty of Graduate Studies. The course work will be a minimum of 21 credit hours consisting of SOIL7220 (Principles of Scientific Research and Communication), plus a minimum of 15 credit hours at the 7000 level (of which 6 credit hours is from the Department of Soil Science) with the balance of the coursework at the 3000 level or above.	Where admission to the Ph.D. is directly from an Honours Bachelor Degree or equivalent, the credit-hours required are less than that indicated by the Faculty of Graduate Studies. The course work will be a minimum of 18 credit hours consisting of a minimum of 12 credit hours at the 7000 level (of which 6 credit hours is from the Department of Soil Science) with the balance of the coursework at the 3000 level or above.

The issue revolves around the requirement for SOIL 7220, in particular the fact that it is waived if taken in the previous 5 years. There was a difference in the interpretation of that statement. The intention of Soil Science Department Council had been that those students who had previously completed a M.Sc. in the department (which also requires SOIL 7220), would have those 3 credit-hours waived and would require just the remaining 6 credit-hours at the 7000 level. However, it was the interpretation of FGS that those students who had previously completed an M.Sc. in the department would take another 3 credit-hour course at the 7000 level in lieu of SOIL 7220. Dr. Brenda Hann, recent Associate Dean FGS, explained this in an email on 28 June 2013 to the Chair of the Soil Science Graduate Committee by stating "If a course, e.g. 7220 is waived because it had already been taken as part of another program such as MSc, another course must be substituted to fulfill the 9 CH minimum requirement. Thus, waiving of a specific course does not thereby reduce the minimum course requirement for the program."

In 2013 the department finally had the first cohort of graduate students who had both completed their M.Sc. in the department and gone on to near the completion of their Ph.D. program under the current program requirements. It was only at that time that the Department of Soil Science became aware of the difference in the interpretation of a course being waived. It caused considerable upheaval in the department with a great deal of scrambling to find additional credit-hours for several Ph.D. students who had previously thought their course requirements had been fulfilled. This occurred a few months prior to the second cycle graduate program review in 2014. It came to the attention of the review committee who advised that we clarify the Ph.D. course requirements. Thus, these changes are an action item in the department's response to that review.

There was consultation about this issue with department faculty and graduate students. Under the current course requirements, there have been Ph.D. students who complete an M.Sc. elsewhere and thus, they take SOIL 7220 as part of their Ph.D. program. Some of those students commented that they have taken a similar course in their previous graduate program and, thus, they found the material in SOIL 7220 redundant and they did not see the need to have it as a required course. On the other hand, Ph.D. students who have previously completed an M.Sc. in the department and taken SOIL 7220, reported difficulty identifying enough suitable 7000 level courses to meet the

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

technical course requirements of their program since they had already taken the required courses for their M.Sc. program from within the department.

Soil Science Department Council determined that SOIL 7220 did not need to be a specific course requirement at the Ph.D. level. If a Ph.D. student does not have a previous course similar to SOIL 7220, they still have the option to take the course during their program. Further, for those Ph.D. students who have previously finished an M.Sc. in the department and taken SOIL 7220, it was determined to be a disadvantage for them to find and complete an additional 3 credit-hours.

There is precedent for a 6 credit-hour Ph.D. course requirement at the 7000 level within the University of Manitoba in the Department of Medical Microbiology. Across Canada, Ph.D. course requirements in Soil Science programs vary from 0 to 9 credit-hours (see table). Within three of the six programs compared, there are no technical courses required (UBC, U of A, Guelph). The proposed Ph.D. course requirements at the U of M would most closely resemble those at the U of S (the U of M seminars are part of the overall program requirement rather than being given a specific course number). McGill also has a numbered seminar course along with a course similar to SOIL 7220 plus 1 more technical course, so it somewhat resembles the proposed U of M requirements in terms of overall course load. Laval is the only university requiring 9 credit-hours of technical courses. The proposed U of M Ph.D. course requirements could be considered to represent a median level of the Soil Science programs across Canada.

Ph.D. Course Requirements in Soil Science at Canadian Universities. February 2015.

University/Program	Credit hours including seminar course	Courses required	Notes
UBC Soil Science	No minimum		Committee defines
Alberta, Renewable Resources	6	Grad Research Skills Grad Research seminar	No technical courses required
Saskatchewan, Soil Science	9	6 credit units 1 seminar course	
Manitoba, Soil Science (Proposed)	6	6 credit units	Other requirements to graduate
Guelph, Earth & Atmospheric Sci.	0.5	Research seminar	No technical courses required
McGill, Renewable Resources	9	Foundations of Environ. Policy; Seminar course 1 additional ENVR	
Laval, Soils & Environment	9	3 courses	

It is important to note that the proposed changes at U of M Soil Science are minimum Ph.D. course work requirements. The cumulative course work needed by the end of the Ph.D. program has not changed. It is the responsibility of the Ph.D. advisory committees to ensure that each student's course load will cover the program needs. As a result, there are some Ph.D. students who take more than the minimum number of courses in order to fulfill the program requirements. This expectation will not change with a change in the minimum course requirements.

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the program changes from the unit listed below be approved by Senate:

Dept. of Soil Science

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

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

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on October 20, 2014 to consider a proposal from the **Dept. of Biochemistry & Medical Genetics**.

Observations:

1. The **Dept. of Biochemistry & Medical** Genetics proposes the introduction of a new program, namely a **Master of Science in Genetic Counselling**. See attached full program proposal, reviewers' report, and departmental response.

The practice of genetic counselling combines the expertise of genetic disease mechanisms with a sensitive appreciation of the psychological burdens and complex social and ethical issues associated with genetic disorders. With the increase in direct-to-consumer medicine and available genetic testing, the demand for genetic counsellors has increased dramatically. This translates into a significant need for properly trained genetic counsellors. Genetics is truly a growth industry. This phenomenon is clearly evident here in the province of Manitoba. The Winnipeg Regional Health Authority (WRHA) Program of Genetics and Metabolism is the only Genetics Program in the province and also serves patients from northwestern Ontario, Nunavut and certain areas of Saskatchewan. In 2012, the Genetics Program saw over 6 000 patients. In efforts to reduce wait times, clinical and support staffing has expanded. The WRHA clinical program staff is comprised of clinical geneticists (physicians), PhD geneticists and genetic counsellors. Genetic counsellors are highly specialized healthcare professionals whose academic training includes a Masters in Science in Genetic Counselling. Upon completion of their graduate training, genetic counsellors undergo certification through examination with The Canadian Association of Genetic Counselling (CAGC) and/or the American Board of Genetic Counseling (ABGC). Genetic counsellors work in all domains of genetics including: Cancer, Prenatal, Pediatric and Metabolic Genetics. Genetic counsellors are an important part of the Genetics team and function autonomously seeing patients. They are also part of multidisciplinary teams.

Admission Requirements will include (in addition to the minimum requirement of the Faculty of Graduate Studies):

- Four-year Bachelor of Science degree where coursework includes genetics and psychology
- Minimum 3.7 (4.5 scale) grade point average or equivalent in the previous 60 CHs of university study

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

- Practical experience in face-to-face counselling

Program Requirements include, for a total of **31** credit hours over 2 years:

- Academic Coursework
 - Minimum requirement of 23 credit hours at the 7000 level
 - Participation in the clinical genetics academic half day (held weekly)
- Clinical Rotations
 - BGEN 7270 Introduction to Genetic Counselling Clinic Rotation (4 credit hours) (Year 1)
 - BGEN 7280 Advanced Genetic Counselling Clinic Rotation (4 credit hours) (Year 2)
 - Rotations 4-6 weeks in length involving exposure to all disciplines within the Genetics program (General Genetics, Metabolics – Pediatric and Adult, Prenatal (including Maternal Serum Screening) and Cancer), in addition to multidisciplinary clinics
 - External clinic rotation between year 1 and year 2 at a recognized ABGC training site
- Research Thesis

Course Introductions

BGEN 7270 Introduction to Genetic Counselling Clinic Rotation 4

This rotation will allow students to observe and participate in various genetic counselling settings. Participation will allow for skill development and practical application of genetic counselling fundamentals. Pre-requisite: acceptance into the M.Sc. Genetic Counselling program. Course graded Pass/Fail.

BGEN 7280 Advanced Genetic Counselling Clinic Rotation 4

This rotation will provide year two students full participation in various genetic counselling settings. Students will be able to use advance genetic counselling skills, building on their skill set from the previous introduction to genetic counselling clinical rotation course. Pre-requisite: BGEN 7270. Course graded Pass/Fail.

BGEN 7142 Clinical Genetics – 1* 3

Clinical applications and principles of single gene, multifactorial, nontraditional inheritance teratogenic causes of disease. Focus on the role of the genetic counsellor in the clinical setting, including history and practice of genetic counselling, genetic counselling skills and case documentation.

BGEN 7144 Clinical Genetics – 2* 3

Clinical application and principles in advance concepts of genetic disease. Focus on the expanded role of the genetic counsellor in the clinical setting including application of role playing for genetic counselling students. Pre-requisite: BGEN 7142 Clinical Genetics – 1.

Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

Course Deletion

BGEN 7140 Clinical Genetics*

-6

NET CREDIT HOUR CHANGE

+6

**It was recommended by the Academic Programs Committee of the Faculty of Graduate Studies that two 3 credit hour courses, as opposed to one 6 credit hour (spanned) course, be created so as allow more flexibility for student registration.*

Recommendations

The Faculty Council of Graduate Studies recommends **THAT:** the new program proposal from the unit listed below be approved by Senate:

Dept. of Biochemistry & Medical Genetics

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Faculty Council

/ak

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

Report of the Senate Planning and Priorities Committee on a proposal to establish a Master of Science in Genetic Counselling

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs and is further charged with making recommendations to the President and reporting to Senate on matters requiring prioritization including the prioritization of new or modified programs with significant resource requirements.
2. At its meetings on November 24, 2014, and February 23 and May 25, 2015, the SPPC considered a proposal from the Department of Biochemistry and Medical Genetics, College of Medicine, for a Master of Science in Genetic Counselling.
3. The Faculty Council of Graduate Studies has endorsed, and recommends that Senate approve a proposal to establish a Master of Science in Genetic Counselling.

Observations:

1. The purpose of the proposed Master of Science in Genetic Counselling would be to provide exceptional academic, clinical and research training in the area of genetic counselling.
2. The proposed program would respond to a growing need for qualified Genetic Counsellors that arises from an increase in direct-to-consumer medicine and available genetic testing and from a growth industry in human and medical genetics, more generally. The Winnipeg Regional Health Authority (WHRA) Program in Genetics and Metabolism, which is the only genetics program in the province and which also serves populations in northwestern Ontario and Nunavut, served more than 6,000 patients in 2012.
3. It is anticipated that there would be demand for graduates of the program, which would be one of only four of its kind in Canada and would be the only one of its kind in the Prairie Provinces. There are more than 30 unfilled positions for Genetic Counsellors in North America, including several positions in Manitoba. Genetic counsellors would find employment in academic, private-practice, and industry settings. Potential employers in Manitoba include the WHRA Program in Genetics and Metabolism, Diagnostic Services of Manitoba, and private industry.
4. Enrolment would be limited to three (3) students each year. The proposed enrolment takes into account the size of the employment market for genetic counsellors in Manitoba and the Prairie Provinces.
5. The proposed M.Sc. in Genetic Counselling would be a two-year professional program that is subject to accreditation standards. It was noted that, given the coursework and thesis requirements, most students would require an additional term (i.e. 2.5 years) to complete the program. The program requirements include 31 credit hours of coursework, including 23 credit hours at the 7000 – level, weekly participation in a clinical genetics academic half-day, two clinical rotations (totalling 8 credit hours), and a research thesis.

6. Establishment of the program would require the introduction of four courses and the corresponding deletion of one course, as described in the proposal, for a net increase of 8 credit hours of course offerings in the Department. Otherwise, the proposed program would make use of existing courses from the Master of Science in Biochemistry and Medical Genetics curriculum and counselling skills courses offered by the Unit of Extended Education.
7. The total cost of delivering the program would be \$167,159, in Year 5. Resources would be derived from the following sources:
 - 85 percent of tuition fees, which would generate \$73,440 annually, assuming an annual intake of 3 students;
 - reallocation of baseline operating funds (\$142,043) within the Department to support one 1.0 FTE academic position for a Program Director, including salary (\$102,246) and benefits (\$24,798) and a stipend (\$15,000);
 - in Year 0 (2015), a Departmental allocation of \$12,700 from Manitoba Health, Healthy Living, and Seniors (MHLS);
 - Department in-kind, in the form of current support staff, including an Office Manager and Academic Programs Coordinator, who would provide administrative support to the program.
8. Revenues identified above would be allocated to (i) salaries and benefits for a Program Director (1.0 FTE) and two Course Coordinators and (ii) operating costs, including an annual American Board of Genetic Counselling (ABGC) membership fee, provisional/probationary ABGC annual report fee, administrative expenditures, website development, external rotation *ad hoc* fees, and an annual program retreat.
9. Based on advice from the committee, the Department has indicated that, once a Program Director had been appointed, it would apply to the province for a “specialized program” status, for recognition as a professional program, and would explore the possibility of establishing a return- of-service agreement with the province.
10. The position of Program Director would be a tenure-track faculty appointment, initially at the rank of Assistant Professor.
11. The Department of Biochemistry and Medical Genetics has adequate physical resources to support the program, including teaching equipment, research and laboratory space and equipment, and study/office space for students. Students would have access to computer resources in the Library and to Wifi throughout the Bannatyne Campus.
12. The University Library has indicated that it could support the proposed program with the purchase of a number of books to address deficiencies in the current book collection. The current journal collection can support the program.
13. The committee observed that the cost of the program is significant, given the small number of students who would be enrolled. The committee acknowledged that ABGC’s requirement that the program have a full-time Program Director in order to receive accreditation contributes to the cost of the program. The importance of the program to the Department and to the College of Medicine, as signified by the Dean’s willingness to reallocate funds to support the position of Program Director, was also taken into account when considering the justification of program costs.
14. The consensus of the committee was that the academic merit of the proposal for a M.Sc. in Genetic Counselling is strong, given research and teaching strengths that exist in the Department. As noted in the proposal, researchers and clinicians in the Department have international reputations and are well placed to mentor students in genetic counselling.

15. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,¹ the Committee recommends that a high priority level be assigned to the proposal for a Master of Science in Genetic Counselling, as the proposed program: is consistent with the existing institutional strategic planning framework; is consistent with the objectives of a major, medical-doctoral research university; is consistent with the strategic academic and/or research plans of the unit making the proposal; promotes student success and addresses student needs; addresses the need to promote the social, economic and cultural well-being of the people of Manitoba.

Recommendation

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the proposal to establish a Master of Science in Genetic Counselling, in the Department of Biochemistry and Medical Genetics, College of Medicine. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) and Provost not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Ada Ducas, Chair
Senate Planning and Priorities Committee

¹ http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf



UNIVERSITY
OF MANITOBA

Faculty of Medicine

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Memorandum

DATE: May 28, 2013
TO: Dr. Alison Elliott
FROM: Brian Postl, MD
Dean, Faculty of Medicine
RE: Program Proposal for MSc in Genetic Counselling

1. This will confirm the following motion was passed at the Faculty of Medicine, Faculty Executive Council, April 10, 2013 – 5:30PM – Theatre “B” as follows:

“Program Proposal for MSc in Genetic Counselling

Dr. Alison Elliott

- Presentation made by Dr. Elliott as per attached

MOTION by Dr. Peter Nickerson and SECONDED by Dr. Thomas Klonisch. CARRIED.”

2. This will also confirm the following motion was passed at the Faculty of Medicine, Faculty Council, April 10, 2013 – 6:30PM – Theatre “B” as follows:

“Program Proposal for MSc in Genetic Counselling

Dr. Alison Elliott

- Presentation made by Dr. Elliott as per attached

MOTION by Dr. Peter Nickerson and SECONDED by Dr. Klaus Wrogemann. CARRIED.”

Brian Postl, MD
Dean - Faculty of Medicine, University of Manitoba
Room 230 Basic Medical Sciences Building
745 Bannatyne Avenue
Winnipeg, MB R3E 0J9
Telephone: 204-789-3485; Fax: 204-789-3661



UNIVERSITY OF MANITOBA

Revised Program Proposal for a Master's in Science in Genetic Counselling
Offered by the University of Manitoba, Faculty of Health Sciences, College
of Medicine, Department of Biochemistry and Medical Genetics

May 29, 2015

Submitted by
Louise Simard, PhD
Sherri Burnett, MS, CGC
Shannon Chin, M.Sc.,
CCGC
Erin Dola MS, CGC
Jessica Hartley, MS, CGC

(Original submission led by Alison M. Elliott, MS, CGC, PhD,
relocated to the University of British Columbia)

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Removed
from
Proposal
provided
to Senate

A. PROGRAM DESCRIPTION

1. Rationale, Objectives and Features

1. Rationale

The practice of genetic counselling combines the expertise of genetic disease mechanisms with a sensitive appreciation of the psychological burdens and complex social and ethical issues associated with genetic disorders. With the increase in direct-to-consumer medicine and available genetic testing, the demand for genetic counsellors has increased dramatically. This translates into a significant need for properly trained genetic counsellors. Genetics is truly a growth industry. This phenomenon is clearly evident here in the province of Manitoba. The Winnipeg Regional Health Authority (WRHA) Program of Genetics and Metabolism is the only Genetics Program in the province and also serves patients from northwestern Ontario, Nunavut and certain areas of Saskatchewan. In 2012, the Genetics Program saw over 6,000 patients. In efforts to reduce wait times, clinical and support staffing has expanded. The WRHA clinical program staff is comprised of clinical geneticists (physicians), PhD geneticists and genetic counsellors. Genetic counsellors are highly specialized healthcare professionals whose academic training includes a Masters in Science in Genetic Counselling. Upon completion of their graduate training, genetic counsellors undergo certification through examination with The Canadian Association of Genetic Counselling (CAGC) and/or the American Board of Genetic Counseling (ABGC). Genetic counsellors work in all domains of genetics including: Cancer, Prenatal, Pediatric and Metabolic Genetics. Genetic counsellors are an important part of the Genetics team and function autonomously seeing patients. They are also part of multidisciplinary teams.

In 2007, there were six genetic counsellors in the WRHA Program in Manitoba. There are currently nine genetic counsellors in the WRHA program. At present, there are over 30 unfilled genetic counselling positions in North America, Manitoba is among the provinces in need. **At present, there are only three accredited genetic counselling training programs in Canada** – University of Toronto, McGill University and University of British Columbia. **There is no prairie training program**; however, the infrastructure to house one in Manitoba is in place. Specifically:

- The Genetics Program at the University of Manitoba has a well-established Royal College Medical Genetics residency training program. In addition, a formal genetic counselling rotation for the residents as part of their training has been implemented.
- The WHRA program has also been recognized as a certified training site with the American Board of Genetic Counseling. Students from training programs from Canada and the United States arrange external clinical rotations with the Winnipeg Program. The WRHA genetic counsellors are involved in research and teaching and have faculty appointments in the Department of Biochemistry and Medical Genetics, College of Medicine, Faculty of Health Sciences.

- The WRHA program is a leader in genetic research, largely due to the strong interface with basic science research at the University. For example, there were 27 publications from this program in 2012. These are listed in Appendix A.
- Clinically, this Program has also been recognized: in 2010, it was noted for two leading practices with Accreditation Canada – including the Hereditary Breast Ovarian Cancer clinic and the multidisciplinary Pediatric Metabolic Clinic (Hartley et al., Genetic Counseling in a busy pediatric metabolic practice, *Journal of Genetic Counselling*, 20:20-22, 2011).
- The genetic counsellors affiliated with the WRHA program have been recognized nationally as the top program during Genetic Counselling Awareness week 2010.

The Genetic Counselling Program at the University of Manitoba has the potential to lead internationally.

II. Objectives

The objectives of this program are to provide exceptional academic, clinical and research training. The academic infrastructure for coursework is in place. As clinical rotations are a necessary component of a genetic counselling training program, two new courses have been designed to track the students' clinical progress for these rotations (see Timeline). Otherwise, no new courses need to be created for this Program.

- The coursework will provide a solid genetics and counselling training background to fulfill the core competencies as outlined by the Canadian Association of Genetic Counselling and The American Board of Genetic Counseling.
- The clinical training will consist of clinical rotations that will primarily occur in the WRHA Program of Genetics and Metabolism where a Royal College training program for residency in Medical Genetics already exists. This program is a recognized training site with the American Board of Genetic Counseling. Clinical supervisors (geneticists and genetic counsellors) are appropriately certified and have faculty appointments in the Department of Biochemistry and Medical Genetics. The high volume of the WRHA Genetics Program will provide an exceptional and diverse clinical experience.
- The Program will be thesis based and potential areas of study will include the study of Manitoba's unique populations. Supervision of thesis projects is possible through the established research relationship with the Department of Biochemistry and Medical Genetics, Department of Pediatrics and Child Health, many other departments within the College of Medicine in addition to the Children's Hospital Research Institute of Manitoba.
- Graduates will be eligible for certification by the American Board of Genetic Counseling and Canadian Association of Genetic Counselling examinations.

III. How the Program fits with the research and academic priorities of the Department of Biochemistry and the College of Medicine

The Department of Biochemistry & Medical Genetics (BMG), a basic science department in the College of Medicine, is comprised of dedicated faculty who work closely with graduate students, post-doctoral fellows, residents and clinicians to advance our understanding of complex and diverse biological processes in normal and disease states. Our research programs are conducted in a trans-disciplinary environment that captures diverse specialties and professionals. We are also educators. BMG offers Pre-Masters, M.Sc. and Ph.D. programs that promote excellent interdisciplinary and collaborative research among students and faculty. Basic research and translational outcomes are closely integrated. Our involvement in Undergraduate Medical Education, Post-Graduate Medical Education and Physician Assistant Studies Program teaching provides another platform to link basic science with health care delivery.

Our overriding **mission** is to optimize genetic health by bridging bench research to the bedside and beyond. Our **vision** is to establish a *Personalized Medicine Pipeline* that promotes interdisciplinary and collaborative research and education. We value **excellence** as measured by our deliverables (research funding, publications, dissemination of our successes at local, national and international meetings, training of highly qualified people, community based training of our youth, research and teaching awards at all levels, etc.).

Our faculty is involved in a range of research programs; however, two strong themes form the framework of our current Strategic Plan. (1) **Gene discovery and translation:** Our department has a long-standing history of identifying genes involved in genetic disorders affecting Manitobans. Recent examples include the identification of an *EMG1* gene mutation responsible for Bowen-Conradi Syndrome (BCS) in Hutterites¹. This discovery was translated into a DNA Chip that will be used to screen for genetic disorders prevalent in this population². For Chudley-McCullough Syndrome (CMS), we exploited next generation sequencing (NGS) technology through the FORGE Canada initiative to identify genes responsible for rare genetic disorders³. More recently, we have identified the causal gene for Ritscher Shinzel Syndrome in our First Nations population⁴. The BCS discovery has moved to the functional genomics transgenic pipeline to establish and characterize BCS mouse models⁵. Our newly established MicroCT/Optical Imaging facility provides state-of-art equipment to fully characterize these models of human genetics disease. (2) **Epigenetics in health and disease states:** The phenotype of the whole organism is not governed by genes alone, but results from gene-gene and gene-environment interactions. Our department has a long-standing track record of excellence in the field of epigenetics especially as relates to developmental disorders and cancer. Dr. James Davie has established a Next Generation Sequencing Platform in the Children's Hospital Research Institute of Manitoba ensuring state-of-art technologies for gene discovery and epigenetic studies. This combination pushes us further along the continuum and provides a framework for studying environmental influences in normal and disease states. Within the next five years, these technologies will become common tools for diagnosis, prognosis, best treatment practices and outcome measures in clinical trials. Our ability to meet higher genetic counseling needs will be tested; thus, initiating a Master's in Genetic Counseling in our department is strategic. Our objective is to

train highly qualified genetic counselors that could potentially remain in Manitoba and provide the necessary expertise required for Manitoba to deliver outstanding genetic services and personalized medicine.

Given the strong focus on genetic disorders in unique populations (Hutterites, First Nations), some M.Sc. research initiatives might involve these populations. It is important to underscore that, because these studies involve human subjects, they have all undergone HREB review and participants provide “informed” consent. Finally, the results of these genetic studies have not only been disseminated via publications in academic journals, but have also been the subject of town halls (Hutterite colonies) and direct communication with First Nations’ communities. Consequently, research studies leading to an M.Sc. in Genetic Counselling will be carried out in an ethically approved manner and with appropriate dissemination to those most affected by the research findings.

¹Collaborative effort between Drs. Barbara Triggs-Raine and Cheryl Rockman-Greenberg.

²Collaboration between Drs. Barbara Triggs-Raine and Elizabeth Spriggs. Dr. Spriggs is the director of the DNA Diagnostic Laboratory.

³The Manitoba leadership for the submitted manuscript includes Drs. Teresa Zelinski and Albert Chudley; manuscript published AJHG 2012.

⁴Collaborative effort with Drs. Alison Elliott, Teresa Zelinski and Louise Simard; manuscript published JMG 2013.

⁵Collaboration between Drs. Barbara Triggs-Raine and Hao Ding has generated 2 BCS mouse models. Dr. Ding holds a CRC Tier II chair in Genetic Modeling.

IV Novel and Innovative Features of the Program

There is currently **no prairie training** program in genetic counselling. The WRHA Genetics program is centralized and the only one in the province. It is a very **high volume clinical program** with over 6000 patients being seen in 2012. Canada is a leader in **telehealth** and the Program of Genetics and Metabolism is one of the top ten utilizers of telehealth. Genetic counseling is well suited to telehealth and these sessions will be incorporated into the clinical rotations (Elliott et al., Trends in Telehealth versus on-site clinical genetics appointments in Manitoba: a comparative study, J of Genetic Counseling 21:337-444, 2012). In addition, there is a longstanding history of exceptional research productivity due to successful collaborations with the Departments of Biochemistry and Medical Genetics and Pediatrics and Child Health that have resulted in the identification of disease genes, specific to our **unique populations**. Examples include: Limb Girdle Muscular Dystrophy, Bowen-Conradi Syndrome, Ritscher-Schinzel syndrome (Elliott et al., JMG 2013). Recent international collaborations with other centres through the FORGE (Finding of Rare Disease Genes in Canada) initiative have identified additional genetic mechanisms in such diseases as: Floating Harbour Syndrome and Chudley-McCullough syndrome.

2. Context

I. Current and Future Needs of Manitoba and Canada

There is currently no prairie training program and only three accredited genetic counselling training programs in Canada. There are currently unfilled positions in genetic counselling throughout North America, including within the province of Manitoba. With the increase of available genetic tests and emphasis of direct-to-consumer genetic testing, the opportunities for employment for genetic counsellors are escalating at a rapid rate. The establishment of a training program here in Manitoba will assist with recruitment and retention of genetic counsellors. Although most genetic counsellors work in an academic setting, others work in private practice or industry. Potential employers within the province include The WRHA Program of Genetics and Metabolism (where counsellors also have faculty appointments with the University of Manitoba), Diagnostic Services of Manitoba and private industry.

One of the priorities set out by the University of Manitoba is Indigenous Achievement. Our department and the College of Medicine have a long standing commitment to increasing representation of Aboriginal students in the medical health professions (medical school admissions have steadily increased over the years). Our long term goal would be to see Aboriginal students graduate with an M.Sc. in Genetic Counselling enabling them to provide such services in their own communities and becoming excellent role models as First Nations' Health Professionals. There are two barriers to achieving this goal. One involves the low numbers of Aboriginal students pursuing undergraduate studies in basic sciences and the second is the high tuition fees for this program. With regards to the first barrier, our department has a strong record in initiating and promoting the Biomedical Youth Program which promotes the sciences in inner city grade schools. We will continue to work closely with the Faculties of Health Science and Science to make education in the "sciences" more accessible to Aboriginal students throughout their education (primary and secondary levels). This may include activities in specific schools during our yearly "Genetic Counselling Awareness Week". With regards to the second barrier, we will work closely with the Faculties of Health Science and Graduate Studies to identify scholarship opportunities for Aboriginal students entering this program. The department of Biochemistry and Medical Genetics is privileged to have Endowment funds that have provided small yearly awards to students conducting research in Human Genetics. These funds could be used to partner with FHS and FGS to create targeted scholarships.

II. Strengths of the Manitoban Genetic Counselling Program

The proposed program has many strengths.

- Centralized clinical program (in many training programs, students have to travel to different centres to attend different clinics)
- High volume clinic and an ethnically diverse population including our unique populations
- The program will be driven by eight genetic counselors who have trained in diverse genetic counselling programs, and who have experience in supervising genetic counseling students, medical students and residents. Two workshops

have been specifically designed for our genetic counsellors to receive training in issues related to being a thesis supervisor. Topics include an introduction of the FGS and Departmental sub-regulations, the student/advisor agreement, human ethics, the Research Ethics Board, scientific communication, writing skills, scientific analysis, and ethics in science. They will also receive formal training in teaching, evaluation and feedback through the TIPS program offered by the University of Manitoba.

- The academic experience from the course work will be exceptional

The research opportunities will capitalize on the pre-existing relationships between the clinical program and the many other academic programs within the university. Indeed, it is these strengths that have made the Program of Genetics and Metabolism an attractive external site for genetic counselling students from other programs in Canada and the USA.

III. Program's Areas of concentration/specialization

The Departments of Biochemistry and Medical Genetics and Pediatrics and Child Health are strategically placed to provide training and experience from one end to the other of the Personalized Medicine Pipeline. We are cognizant of the genetic health needs of diverse Manitoban populations (for e.g. Hutterites, First Nations etc.). We are successful in producing new discoveries and our researchers, clinicians, and diagnosticians work closely together to translate these findings so that they can be of benefit to individuals touched by genetic disease. We are also able to create animal models of genetic conditions and thus can exploit these for pre-clinical studies to identify and test targeted therapies. Consequently, we believe that our GC Program will be viewed as a well-rounded, trans-disciplinary learning environment that stimulates our trainees to strive for new knowledge and translatable outcomes that serve the genetic needs of our constituency.

IV Interface with existing programs and potential enhancements

There is currently a graduate program, namely a Master's in Biochemistry and Medical Genetics, where the courses have been established. Therefore non genetic counselling students will be enrolled in some of these courses. Courses exclusive to the genetic counselling students will be the Theory and Practice of Genetic Counselling (BGEN 7160) as well as the practicum (genetic counseling rotations) (new courses BGEN 7270 and 7280). The genetic counselling students will also enroll in counselling courses through the extended education program (Counselling Skills I and II). There will be shared academic half days with the pre-existing Royal College of Medical Genetics University of Manitoba training program.

V. Enhanced co-operation between Manitoba universities

The University of Manitoba is the single institution conferring a Medical Degree in the province of Manitoba. Consequently, this is the natural home for such a program. This being said, students graduating from the University of Winnipeg and who satisfy the entry requirements would be eligible to pursue a M.Sc. in Genetic Counselling. Furthermore, students in this program will be completing external rotations as part of

their training. The external site needs to be accredited with The American Board of Genetic Counseling. Consequently, external rotations will be out of province and potentially outside of Canada.

VI. Enhanced National/International reputation

Researchers and clinicians in the Departments of Biochemistry and Medical Genetics and Pediatrics and Child Health have international reputations and are well placed to mentor students enrolled in the GC program. Our trainees will be expected to excel in their course work, clinical rotations and research projects. Their Research Advisory Committee members will ensure that trainees pursue outstanding research and encourage that this work will be publishable in the best journals possible. Consequently, it is expected that research findings arising from this program will be disseminated at relevant national and international meetings and be submitted for publication. The outcome of this will be an enhanced national and international reputation that should serve to attract new applicants into the program and GC trainees for external rotations.

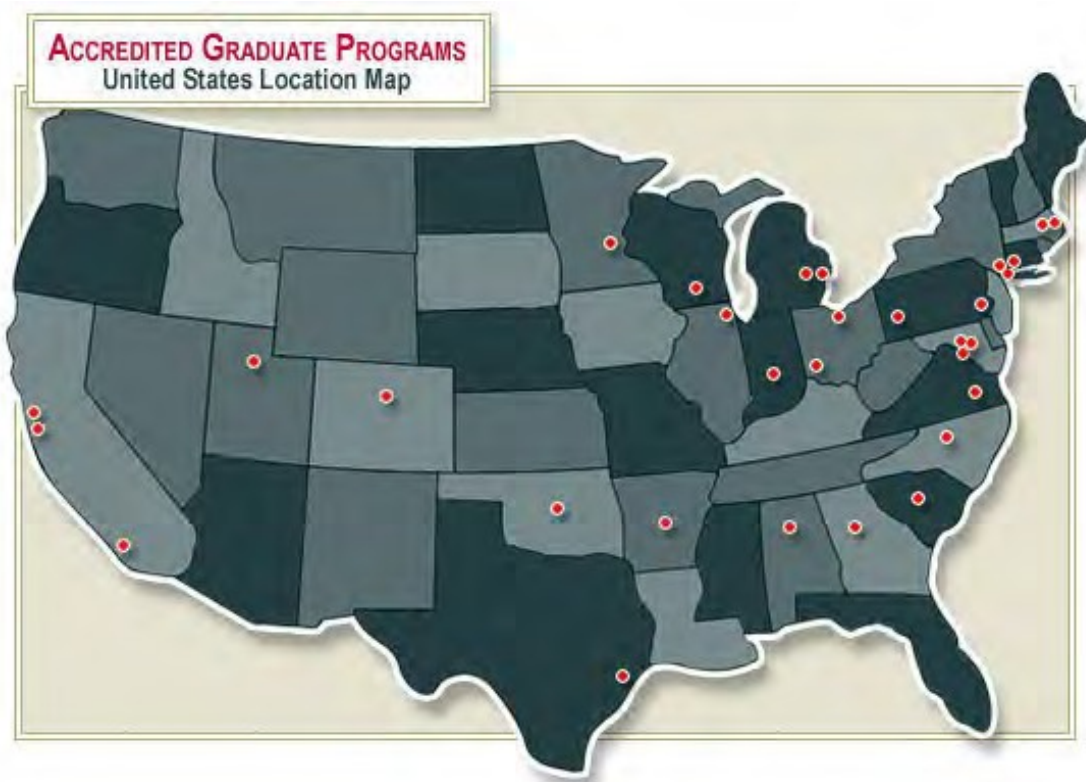
VII. Other Canadian and North America programs (Source is www.ABGC.net.)

Programs in Canada



Prov	University and Program	Accreditation Status
BC	University of British Columbia Master's Program in Genetic Counselling	Full
ON	University of Toronto Master of Science in Genetic Counselling	Full
PQ	McGill University M.Sc. in Genetic Counselling	Full

Programs in United States



Program	Accreditation Status
AL University of Alabama at Birmingham MasterofScienceinGeneticCounseling	Provisional
AR University of Arkansas Medical Sciences MasterofScienceinGeneticCounseling	Full
CA University of California – Irvine MasterofScienceinGeneticCounselingProgram	Full
CA California State University - Stanislaus(SF Bay Area) MasterofScienceinGeneticCounseling	Full
CA Stanford University, Stanford MasterofScienceinGeneticCounseling	Full
CO University of Colorado Denver GraduatePrograminGeneticCounseling	Full
DC Howard University MasterofScienceinGeneticCounseling	Probation
GA Emory University School of Medicine MasterofMedicalScienceinHumanGeneticsandGeneticCounseling	Provisional
IL Northwestern University Medical School GraduatePrograminGeneticCounseling	Full
IN Indiana University Medical Center PrograminGeneticCounseling	Full
MD Johns Hopkins University/National Human Genome Research Institute GeneticCounselingTrainingProgram	Full
MD University of Maryland School of Medicine Master'sdegreeinGeneticCounseling	Full
MA Boston University School of Medicine MastersinGeneticCounselingTrainingProgram	Full
MA Brandeis University MasterofSciencePrograminGeneticCounseling	Full
MI University of Michigan GeneticCounselingProgram	Full

	Program	Accreditation Status
MI	Wayne State University Genetic Counseling Graduate Program	Full
MN	University of Minnesota Graduate Program of Study in Genetic Counseling	Provisional
NY	Long Island University - CW Post Clinical Genetics Program	Full
NY	Mt. Sinai School of Medicine Master of Science Program in Genetic Counseling	Full
NY	Sarah Lawrence College Joan H. Marks Graduate Program in Human Genetics	Full
NC	University of North Carolina at Greensboro Master of Science Program in Genetic Counseling	Full
OH	Case Western Reserve University Genetic Counseling Training Program	Full
OH	University of Cincinnati College of Allied Health Sciences Genetic Counseling Program	Provisional
OK	University of Oklahoma Health Sciences Center Master of Science in Genetic Counseling	
PA	Arcadia University Genetic Counseling Program	Full
PA	University of Pittsburgh Genetic Counseling Program	Full
SC	University of South Carolina Genetic Counseling Program	Full
TX	University of Texas Graduate School of Biomedical Sciences at Houston Program in Genetic Counseling	Full
UT	University of Utah Graduate Program in Genetic Counseling	Full
WI	University of Wisconsin – Madison Genetic Counseling Master's Program	Full
VA	Virginia Commonwealth University Genetic Counseling Program	Full

3. Specifics

I The Credential (a-d)

The degree to be offered is a Master's in Science in Genetic Counselling. The program will be housed in the Department of Biochemistry and Medical Genetics, College of Medicine, Faculty of Health Sciences, University of Manitoba. Sub-regulations for this program are appended in this document (See Appendix B). This credential is not offered currently at the University of Manitoba, or at any other Canadian prairie university. The only other Canadian programs that offer this credential are The University of British Columbia, McGill University and The University of Toronto. The degree name is specific to the training and is in keeping with the nomenclature for such training programs in Canada, the United States and abroad.

The Accreditation Council of Genetic Counseling (ACGC) is the sole accreditation body for genetic counselling training programs. The WRHA Genetics Program is already a recognized training site by the American Board of Genetic Counseling as students of existing genetic counselling programs arrange external rotations within our Program and include students from The Sarah Lawrence Program in New York, McGill University and The University of British Columbia. The Program has four American Board of Genetic Counselling (ABGC) board certified Masters trained genetic

counsellors, two with Canadian Certification (Canadian Association of Genetic Counselling – CAGC) and two with both the American and Canadian certification. The high volume and diverse clinical exposure combined with highly trained clinical supervisory staff make Manitoba an attractive choice for an external rotation. Both Canadian and American board certified counsellors can function as clinical supervisors for genetic counselling students.

II. Program Description

a. Admission requirements

The expected student profile for the Genetic Counselling Program (GCP) will include exceptional academic standing with a minimum requirement of a four year Bachelor of Science degree where coursework includes genetics and psychology. The minimum standard of acceptance is 3.7 (4.5 scale) Grade Point Average (GPA), or equivalent in the previous 60 credit hours of university study. Successful candidates will also have practical experience in face-to-face counselling. Ideally, students will have had exposure to a clinical genetics setting and/or exposure to research. (See amendments to Supplemental Regulations for Biochemistry and Medical Genetics presented in Appendix B). Requirements specific to the Genetic Counselling Program (GCP) are noted as such in red type - “GCP only” in the document.

Briefly, the amendments are as follows:

- For GCP: There will be Fall session admission only. Deadline for all admission documents will be February 1 for a September start date of the same calendar year (for both Canadian/US and International Students). The application package will be comprised of the completed FGS application form, a written statement of purpose of no more than two pages outlining relevant experience and reason for pursuing genetic counselling, and a minimum of two reference letters. One of the reference letters must be from an individual who can judge the applicant’s counselling abilities as previous counselling experience is required. The composition of the application package is standard for genetic counselling programs. Furthermore, interviews will be a required component of the selection process. Students selected for interviews will be informed in the spring.
- For GCP: Thesis advisors will be identified by the end of December of the first year of admission into the Program. No stipend will be associated with this Program.
- For GCP: Each student, in consultation with his/her advisor, will select an advisory committee and submit their names to the Chair of the Graduate Student Affairs Committee for approval within the first three months of the beginning of the Program.
- For GCP: Required courses will include: Theory and Practice of Genetic Counselling, Principles and Practice in Human Genetics, Clinical Genetics I and II, Genetic Epidemiology, Biomedical Trainee Skills and Seminars in Human Genetics. In addition, clinical rotations will be a mandatory component of the training program (details to follow).
- For GCP: There is no pre-Master’s admission.

- For GCP: There is no transfer of credits into the Program.

The remaining requirements are similar for both Programs.

b. Course Requirements

This program combines academic coursework, clinical rotations and a research thesis. An academic timeline follows this paragraph. Academic coursework will include a minimum requirement of 23 credit hours of courses at the 7000 level. Students will be expected to participate in the clinical genetics academic half day (held weekly).

- There is also a clinical rotation requirement, with Introduction to Genetic Counselling Clinic Rotation (BGEN7270 Year 1) and Advanced Genetic Counselling Clinic Rotation (BGEN7280 Year 2). These are new courses and the relevant documentation (Course Introduction Forms) is included as a separate document (Appendix C). Course Outlines – to follow this paragraph and also found in Appendix D. Each course will be worth 4 credit hours. Rotations will be 4-6 weeks in length and involve exposure to all disciplines within the Genetics program (General Genetics, Metabolics – Pediatric and Adult, Prenatal (including Maternal Serum Screening) and Cancer) in addition to multidisciplinary clinics.
- There will be an external clinical rotation between year 1 and 2 at a recognized ABGC training site.
- A Code of Conduct for clinical rotations is included in Appendix D1.
- As students require accrual of clinical encounters via a logbook in order to sit the certification examinations, a sample logbook sheet is included in Appendix D2.

Course Outline for New Courses - BGEN 7270 and BGEN 7280 (also found in Appendix D)

Year One: Intro GC Clinical Rotation BGEN 7270 (4 credit hr)

Fall Semester

Observational rotation:

Goal: focus on preparing students for clinical rotations.

- Shadowing GC/MD in various clinics (observing 2nd year students)
- Attending referral meetings (general/cancer)
- Attend upcoming clinic reviews with MD/Genetic Assistant (GA)
- Attend a local genetic support group meeting (NF annual general meeting in Oct)
- Attend a PHIA session

Commitment:

Three – 3 week rotations

Attend a min. 2 – half day clinics/wk for a total 6 clinical hrs/wk.

*Students will also be expected to locate and secure an external site for their summer rotation.

Winter Semester

Active participation rotations:

Goal: focus on introductory communication skills/core concepts.

- Working on basic GC skills (contracting, attending)
- Obtain medical and family histories
- Case prep

Commitment:

Three – 5 week rotations

Attend min 2- half day clinics/wk (6 clinical hrs/wk)

Rotations:

Prenatal (PND)

Genetic counselling for: advanced maternal age, family history of known genetic conditions, teratogen exposures, ultrasound anomalies and other prenatal indications.

Students may also be expected to attend:

- monthly fetal medicine case rounds
- obstetrical and gynecology grand rounds (if pertinent)
- participate in the prenatal referral triage process.

Cancer

Genetic counselling for: hereditary breast and ovarian cancer, hereditary colon cancer (HNPCC and FAP) and other hereditary cancer syndromes.

Students may also be expected to attend:

- hereditary cancer working group meeting
- weekly cancer referral triage meeting.

Pediatric (primarily MD based clinics)

Genetic counselling for: a variety of pediatric genetic conditions (e.g. Down syndrome, muscular dystrophy, neurofibromatosis), birth defects and other pediatric indications.

Students may also be expected to attend:

- weekly general genetics referral triage meeting
- in-hospital consults with the geneticist
- weekly in-hospital consult review
- Pediatric grand rounds if pertinent.

This rotation may also include the multidisciplinary cystic fibrosis clinic.

In year one, students will also be expected to spend a day in the Molecular Diagnostic and Cytogenetic Laboratories. Date and time to be determined.

Summer Semester

External Rotation:

Goal: exposure to an external institution to allow for a more in-depth, versatile clinical experience.

- Students must locate and secure a clinical rotation in an external clinical setting.
- External setting must comply with ABGC criteria (certified supervisors)
- This is a non-credit rotation thus will not appear on the student's transcript

Commitment:

Rotation must be a minimum of 5 weeks duration

Year Two: Advanced GC Clinical Rotation (4 credit hrs) (BGEN 7280)

Fall Semester

Advanced clinical rotations:

Goal: build on concepts of year one and introduce advanced clinical skills.

Full participation in clinics

- Case prep, risk assessment, psychosocial assessment
- Identifying appropriate testing/investigations
- Letter writing
- Follow up, identifying support info

Commitment:

Three – 4 week rotations

Attend min 2- half day clinics/wk (6 clinical hrs/wk).

Rotations:

Maternal Serum Screening (MSS)

Genetic counselling for: positive maternal serum screens (Down syndrome, spina bifida), soft signs and ultrasound anomalies.

Students may be expected to:

- participate in referral triage
- attend pertinent meetings, fetal medicine rounds etc.
- rotate in the Cadham Provincial Laboratory (in MSS)

Adult General Genetics

Genetic counselling for: adult onset conditions (Huntington disease, Hemochromatosis), family history of genetic conditions/birth defects, infertility and other indications.

Students may also be expected to attend:

- weekly general genetics referral triage meeting
- internal grand rounds if pertinent
- hemoglobinopathy committee meeting(s).

Psychology

Counselling for various psychological conditions. Rotation will involve a didactic teaching component in addition to observation of counselling (including perinatal) and cognitive assessments. There will be opportunities for role playing. Counselling

issues to explore include: motivational interviewing, overcoming resistance, empathy, delivering bad news. Students may also be expected to attend various meetings, teaching sessions, etc.

This rotation will be 3 weeks in length.

Winter Semester

Advanced clinical rotations:

Goal: continuation of advanced clinical skills

- Rotations in various clinics
- Acting as the primary GC
- Oral exam: to occur at the end of the course
 - students will have a mock GC case
 - must successfully pass the oral exam to complete the course

Commitment:

Three – 5 week rotations

Attend min 2- half day clinics/wk (6 clinical hrs/wk).

Rotations:

Adult & Pediatric Metabolic

Genetic counselling for: metabolic and mitochondrial conditions (e.g. Fabry disease, phenylketonuria). This rotation will also include newborn screening.

Students may also be expected to attend:

- Metabolic Discipline Advisory Meeting
- the Cadham Provincial Laboratory (in newborn screening)
- Biochemistry laboratory.

Movement Disorder Clinic:

External rotation at the Deer Lodge Center. Genetic counselling for a variety of movement disorders (e.g. Huntington disease, Parkinson disease, dystonia). Students may also be expected to attend various meetings, teaching session etc.

May - June: remedial rotations if necessary.

Summary:

Fall

Year Ones: Three – 3 week observation rotation

Start: early Oct

End: mid Dec

Clinics:

To be determined

Year Twos: Three – 4 week rot

Start: early Sep

End: mid Dec

Clinics:

MSS

Adult general genetics

Psychology

Winter:

Year Ones: Three – 5 week rot
 Start: early Jan
 End: early May

Clinics:

PND
 Cancer
 Peds

Year Twos: Three – 5 week rot
 Start: early Jan
 End: early May

Clinics:

Metabolic (adult/peds)
 Movement disorder clinic
 Open (peds/cancer/pnd etc)

May – June: remedial rotations (if necessary)

Summer:

Year ones: One – 5 wk external rotation
 May – Aug

Clinics:

ABGC accredited external
 clinic

Ancillary Rotations:

In addition to the above listed clinics, students may have the opportunity to rotate in the following clinics/facilities:

Heartland Fertility & Gynecology Clinic Pediatric
 Neurology - Health Sciences Centre Amputee Clinic
 - Rehabilitation Centre for Children
 Muscular Dystrophy Clinics - Rehabilitation Centre for Children
 Spina Bifida Clinic - Rehabilitation Centre for Children
 Manitoba FASD Centre - Rehabilitation Centre for Children
 Craniofacial Differences Clinic - Health Sciences Centre
 Bleeding Disorders Program - Health Sciences Centre
 Pediatric Ophthalmology - Health Sciences Centre

b) continued Complete Course Requirements - includes Timeline
Year One Curriculum

Fall

BGEN 7090 – Principles and Practice of Human Genetics (3 credits)
 BGEN 7142 – Clinical Genetics I (3 credits)
 BGEN 7130 – Genetic Epidemiology of Human Populations (3 credits)
 BGEN 7000 – Research Seminar (1 credit per year)
 BGEN 7270 – Introduction to Genetic Counselling Clinic Rotation (2 of 4 credits)
 Supplemental Course – Counselling Skills I (Counselling Certificate Program)
 Research Thesis: Student will meet with a minimum of two potential thesis advisors.
 By December of the Fall semester, the student will have thesis project and thesis committee identified (minimum of 3 members). A short summary of project intentions should be drafted by the end of Fall semester.

Winter

BGEN 7144 – Clinical Genetics II (3 credits)

IMED 7410– Biomedical Trainee Skills (3 credits)

BGEN 7000 – Research Seminar

BGEN 7270 – Introduction to Genetic Counselling Clinic Rotation (2 of 4 credits)

Supplemental Course – Counselling Skills II (Counselling Certificate Program)

Research Thesis requirement – student will submit Letter of Intent to thesis oversight committee for approval by end of Winter semester. Begin Research Ethics Board submission.

Summer

The student will complete a 5 week external clinic rotation which has been previously arranged by the student. The site for this external rotation must comply with ABGC criteria.

Research Thesis requirement – student will complete literature review and finalize data collection measures for start of data collection by Fall Year Two.

Year Two Curriculum

Fall

BGEN 7160 – Theory and Practice of Genetic Counselling (3 credits)

BGEN 7000 – Research Seminar (1 credit per year)

BGEN 7280 – Advanced Genetic Counselling Clinic Rotation (2 of 4 credits)

Research Thesis requirements – student will complete data collection by end of Fall Year Two semester.

Winter

BGEN 7040 – Seminars in Human Genetics (3 credits)

BGEN 7000 – Research Seminar

BGEN 7280 – Advanced Genetic Counselling Clinic Rotation (2 of 4 credits)

Research Thesis requirements – student will perform data analysis, interpretation of results and submit final draft of thesis to thesis oversight committee. Defend final thesis. Present research at Seminars in Human Genetics course. Submit abstract for a genetics associated national meeting (NSGC, CAGC, ASHG, etc.)

Total Credits for Graduation – 31

Course work will be completed by April of the second year. Clinic rotations will be completed by May of second year. The thesis must be submitted by April 1st of the second year. Students are expected to graduate in June of second year based on the successful completion of all three major areas of the program.

b) For required academic courses – Clinical Genetics I and II were previously one course (Clinical Genetics – worth 6 credit hours). The course deletion form and the course introduction forms related to Clinical Genetics are located in Appendix C.

Detailed outlines for required courses are found in Appendix D
This section includes Evaluation of Students for Academic Courses – (c) Description of Academic Course Content that meet core competencies as outlined by CAGC and ABGC

ii. Supplemental Course Information

Counselling Skills I

Applied Counselling Certificate Program
University of Manitoba, Extended Education Unit
Fall Semester Year One
Instructor: Ron Thorne-Finch

This is the screening course of the Applied Counselling Certificate Program and is an opportunity for the instructor and the student to assess personal suitability and/or readiness to participate in the program. Students will be introduced to a client centred helping model and will learn, practice and begin to integrate the Level I counselling skills of attending, listening, empathy and probing. Self-awareness, as it relates particularly to values and attitudes congruent to the helping skills, will be examined throughout this course and in Levels II and III.

This course is experientially based learning and therefore, participants are required to attend regularly, and to take part in the practice interviews, taping and group discussions that are central to the learning.

Counselling Skills II

Applied Counselling Certificate Program
University of Manitoba, Extended Education Unit
Winter Semester Year One
Instructor: Mitch Bourbonniere

Progressive practice of the skills learned in Level I are further increased. The focus is on the practice and development of advanced accurate empathy, facilitative self-disclosure, confrontation and immediacy.

Course on Research Ethics (CORE)

On-line Course
Panel of Research Ethics Government of Canada

CORE is an on-line tutorial that provides contemporary reviews of issues related to the safe and ethical conduct of research with humans. EPIC works to ensure that this resource is available to the University community and that a standard level of research training is achieved before REB approval is given to a researcher working with humans. While it is recognized that many researchers will have already completed the older version of the in-line Tri-Council Policy Statement (TCPS), the National Institutes of Health (NIH) tutorial, or other tutorials specific to Research with

Humans, completion of CORE remains a condition of REB review and approval as of September 2011.

All students, researchers and faculty at the University of Manitoba are encouraged to work, at their own pace, through the modules of the CORE tutorial. It is estimated that it will take between 3 and 5 hours to complete. A certificate is made available for those who complete all modules. Researchers and students are asked to print and retain a copy of the certificate for verification of completion. One (1) copy (submitted once) will be required to accompany the submission of a project for REB review. Completion of CORE will also serve to fulfill requirements of some courses (for e.g. BGEN7040 – Seminars in Human Genetics).

iii. Ancillary Meetings and Requirements

All students are required to attend:

- Thursday academic sessions 2-4pm – requirement one presentation per year
 - guideline reviews
 - case presentations
 - mini-reviews of genetic conditions
 - informal case roundsand one journal club article as lead per year.
- All patient review or meetings that coordinate with clinic rotations. For example, general genetic referral meeting, cancer referral meetings, subspecialty rounds such as fetal assessment, newborn screening, consult review, metabolic discipline advisory committee, hereditary cancer working group
- Support group meeting – evening time commitment, Fall Year One, minimum of one group meeting
- Telegraf presentations relevant to genetics (bimonthly Royal College training sessions via Telehealth)
- Grand Rounds relevant to genetics – ongoing
- Public presentations – at least one presentation to schools, support group, etc.

iv. Clinical Rotation Framework

Year One: Intro GC Clinical Rotation BGEN 7270(4 credit hr)

Fall Semester

Observational rotation:

Goal: focus on preparing students for clinical rotations.

- Shadowing GC/MD in various clinics (observing 2nd year students)
- Attending referral meetings (general/cancer)
- Attend upcoming clinic reviews with MD/Genetic Assistant (GA)
- Attend a local genetic support group meeting (NF annual general meeting in Oct)
- Attend a PHIA session

Commitment:

Three – 3 week rotations

Attend a min. 2 – half day clinics/wk for a total 6 clinical hrs/wk.

*Students will also be expected to locate and secure an external site for their summer rotation.

Winter Semester

Active participation rotations:

Goal: focus on introductory communication skills/core concepts.

- Working on basic GC skills (contracting, attending)
- Obtain medical and family histories
- Case prep

Commitment:

Three – 5 week rotations

Attend min 2- half day clinics/wk (6 clinical hrs/wk)

Rotations:

Prenatal (PND)

Genetic counselling for: advanced maternal age, family history of known genetic conditions, teratogen exposures, ultrasound anomalies and other prenatal indications.

Students may also be expected to attend:

- monthly fetal medicine case rounds
- obstetrical and gynecology grand rounds (if pertinent)
- participate in the prenatal referral triage process.

Cancer

Genetic counselling for: hereditary breast and ovarian cancer, hereditary colon cancer (HNPCC and FAP) and other hereditary cancer syndromes.

Students may also be expected to attend:

- hereditary cancer working group meeting
- weekly cancer referral triage meeting.

Pediatric (primarily MD based clinics)

Genetic counselling for: a variety of pediatric genetic conditions (e.g. Down syndrome, muscular dystrophy, neurofibromatosis), birth defects and other pediatric indications.

Students may also be expected to attend:

- weekly general genetics referral triage meeting
- in-hospital consults with the geneticist
- weekly in-hospital consult review
- Pediatric grand rounds if pertinent.

This rotation may also include the multidisciplinary cystic fibrosis clinic.

In year one, students will also be expected to spend a day in the Molecular Diagnostic and Cytogenetic Laboratories. Date and time to be determined.

Summer Semester

External Rotation:

Goal: exposure to an external institution to allow for a more in-depth, versatile clinical experience.

- Students must locate and secure a clinical rotation in an external clinical setting.
- External setting must comply with ABGC criteria (certified supervisors)
- This is a non-credit rotation thus will not appear on the student's transcript

Commitment:

Rotation must be 5 weeks in duration.

Year Two: Advanced GC Clinical Rotation (4 credit hrs) (BGEN 7280)

Fall Semester

Advanced clinical rotations:

Goal: build on concepts of year one and introduce advanced clinical skills.

Full participation in clinics

- Case prep, risk assessment, psychosocial assessment
- Identifying appropriate testing/investigations
- Letter writing
- Follow up, identifying support info

Commitment:

Three – 4 week rotations

Attend min 2- half day clinics/wk (6 clinical hrs/wk).

Rotations:

Maternal Serum Screening (MSS)

Genetic counselling for: positive maternal serum screens (Down syndrome, spina bifida), soft signs and ultrasound anomalies.

Students may be expected to:

- participate in referral triage
- attend pertinent meetings, fetal medicine rounds etc.

- rotate in the Cadham Provincial Laboratory (in MSS)

Adult General Genetics

Genetic counselling for: adult onset conditions (Huntington disease, Hemochromatosis), family history of genetic conditions/birth defects, infertility and other indications.

Students may also be expected to attend:

- weekly general genetics referral triage meeting
- internal grand rounds if pertinent
- hemoglobinopathy committee meeting(s).

Psychology

Counselling for various psychological conditions. Rotation will involve a didactic teaching component in addition to observation of counselling (including perinatal) and cognitive assessments. There will be opportunities for role playing. Counselling issues to explore include: motivational interviewing, overcoming resistance, empathy, delivering bad news. Students may also be expected to attend various meetings, teaching sessions, etc.

This rotation will be 3 weeks in length.

Winter Semester

Advanced clinical rotations:

Goal: continuation of advanced clinical skills

- Rotations in various clinics
- Acting as the primary GC
- Oral exam: to occur at the end of the course
 - students will have a mock GC case
 - must successfully pass the oral exam to complete the course

Commitment:

Three – 5 week rotations

Attend min 2- half day clinics/wk (6 clinical hrs/wk).

Rotations:

Adult & Pediatric Metabolic

Genetic counselling for: metabolic and mitochondrial conditions (e.g. Fabry disease, phenylketonuria). This rotation will also include newborn screening.

Students may also be expected to attend:

- Metabolic Discipline Advisory Meeting
- the Cadham Provincial Laboratory (in newborn screening)
- Biochemistry laboratory.

Movement Disorder Clinic:

External rotation at the Deer Lodge Center. Genetic counselling for a variety of movement disorders (e.g. Huntington disease, Parkinson disease, dystonia). Students may also be expected to attend various meetings, teaching session etc.

May - June: remedial rotations if necessary.

Summary:**Fall**

Year Ones: Three – 3 week observation rotation
Start: early Oct
End: mid Dec

Clinics:

To be determined

Year Twos: Three – 4 week rot
Start: early Sep
End: mid Dec

Clinics:

MSS
Adult general genetics
Psychology

Winter:

Year Ones: Three – 5 week rot
Start: early Jan
End: early May

Clinics:

PND
Cancer
Peds

Year Twos: Three – 5 week rot
Start: early Jan
End: early May

Clinics:

Metabolic (adult/peds)
Movement disorder clinic
Open (peds/cancer/pnd etc)

May – June: remedial rotations (if necessary)

Summer:

Year ones: One – 5 wk external rotation
May – Aug

Clinics:

ABGC accredited external
clinic

Ancillary Rotations:

In addition to the above listed clinics, students may have the opportunity to rotate in the following clinics/facilities:

Heartland Fertility & Gynecology Clinic

Pediatric Neurology - Health Sciences Centre

Amputee Clinic - Rehabilitation Centre for Children

Muscular Dystrophy Clinics - Rehabilitation Centre for Children

Spina Bifida Clinic - Rehabilitation Centre for Children

Manitoba FASD Centre - Rehabilitation Centre for Children

Craniofacial Differences Clinic - Health Sciences Centre

Bleeding Disorders Program - Health Sciences Centre
Pediatric Ophthalmology - Health Sciences Centre

c. Evaluation of Students procedures and Student Evaluations - Clinical

i. Evaluation of Clinical Rotations for Year One Students

**University of Manitoba
Genetic Counselling Graduate Program
Evaluation of Clinical Rotation Year
One Students**

Student Name:

Date:

Clinic:

Clinical Supervisor:

SECTION 1

Rating:	A	Performs skill competently and appropriately for <u>level of training</u>
	I	Needs improvement. Please use comment box to write specifics to improving skill(s)
	N/A	Not applicable/Not observed

Practice Based Competencies	Rate	Supervisor's Comments
Case Preparation: Reviews indication for referral and any relevant information pertaining to the case prior to the session.		
Contracting: Initiates the genetic counselling session, elicits patient's concerns and expectations, and establishes the agenda.		
Eliciting Medical History: Asks appropriate questions to obtain pregnancy, developmental and medical histories as appropriate.		
Eliciting Family History & Pedigree Documentation: Asks appropriate questions to construct a complete pedigree and uses standard pedigree symbols, notation and nomenclature.		
Risk Assessment: Performs pedigree analysis and evaluation of medical/laboratory data to determine recurrence and/or occurrence		

risks.		
Discussion of Inheritance & Risk Counselling: Applies knowledge of inheritance patterns and etiology and effectively communicates this information.		
Discussion of Diagnosis & Natural History: Applies knowledge of clinical features and natural history and effectively communicates this information.		
Discussion of Testing Options & Results: Applies knowledge of current testing options available and result outcomes, and effectively communicates this information.		
Psychosocial Assessment: Demonstrates an understanding of family/interpersonal dynamics and recognizes impact of emotions on cognition and retention of information provided.		
Psychosocial Support & Counselling: Responds to verbal and nonverbal cues and structures/modifies information given. Engages patient in the decision making process.		
Resource Identification & Referral: Identifies local, regional and/or national support groups, and other resources. Provides referrals to other professionals/agencies.		
Follow Up: Able to present succinct/precise case summary and provide appropriately written documentation for patients and/or health care professionals.		

SECTION 2

OVERALL PERFORMANCE THROUGHOUT THE ROTATION

Please check the most appropriate category:

Meeting Clinical Rotation Objectives

_____ Meets and shows progress beyond set objectives

- ___ Meets objectives satisfactorily
- ___ Meets some objectives, needs help with others
- ___ Not able to meet objectives

Judgment in the Clinical Setting

- ___ Above average in making decisions
- ___ Usually makes the right decision
- ___ Often uses poor judgment
- ___ Consistently uses poor judgment

Attitude towards Duties and Responsibilities

- ___ Very interested and industrious
- ___ Average in diligence and interest
- ___ Somewhat indifferent
- ___ Definitely not interested

Relations with Staff and Patients

- ___ Works well with others
- ___ Gets along satisfactorily
- ___ Difficulty working with others
- ___ Works poorly with others

Quality of Work

- ___ Very good
- ___ Average
- ___ Below average
- ___ Very poor

Dependability

- ___ Above average in dependability
- ___ Usually dependable
- ___ Sometimes neglectful or careless
- ___ Unreliable

Overall Evaluation of Rotation

- ___ Very good
- ___ Average
- ___ Below average

Student Signature

Supervisor Signature

ii. Evaluation of Clinical Rotations for Year Two Students

**University of Manitoba
Genetic Counselling Graduate Program
Evaluation of Clinical Rotation Year
Two Students**

Student Name:

Date:

Clinical Supervisor & Rotation:

SECTION 1

Rating:	1 – 2	<i>Beginning Level:</i> level of skill expected for an entry level student with limited clinical experience.
	3 – 4	<i>Intermediate Level:</i> level of skill expected for a student with some clinical experience. Skills are progressing.
	5	<i>Advanced Level:</i> level of skill expected for a graduating year two student. Proficient in skill.
	N/A	Not applicable/Not observed

Practice Based Competencies	Level of skill
Communication Skills	
Can establish a mutually agreed upon agenda with the patient	1 2 3 4 5 N/A
Can elicit an appropriate and inclusive family history	1 2 3 4 5 N/A
Can elicit pertinent medical information including pregnancy, developmental and medical histories	1 2 3 4 5 N/A
Can elicit a social and psychosocial history	1 2 3 4 5 N/A
Can effectively convey genetic, medical and technical information to the patient	1 2 3 4 5 N/A
Can understand, listen, communicate and manage a session in a culturally sensitive manner	1 2 3 4 5 N/A
Can document and present information clearly, concisely orally and written as appropriate to the audience	1 2 3 4 5 N/A

Critical Thinking Skills						
Can assess and calculate genetic and teratogenic risks	1	2	3	4	5	N/A
Can evaluate a social and psychosocial history	1	2	3	4	5	N/A
Can identify and evaluate pertinent medical and genetic information	1	2	3	4	5	N/A
Can assess patient understanding and response to information and modify a session as needed	1	2	3	4	5	N/A
Can identify and access local, regional and national resources/services	1	2	3	4	5	N/A
Interpersonal, Counselling & Psychosocial Assessment Skills						
Can establish rapport, identify concerns and respond to emerging issues of a patient/family	1	2	3	4	5	N/A
Can elicit and interpret patient/family experiences, behaviors, emotions, perceptions and attitudes	1	2	3	4	5	N/A
Can use a range of interviewing techniques	1	2	3	4	5	N/A
Can provide short-term patient-centered counselling/psychosocial support	1	2	3	4	5	N/A
Can promote client decision making in an unbiased, non-coercive manner	1	2	3	4	5	N/A
Professional Ethics & Values						
Can act in accordance with the ethical, legal and philosophical principles and values of the profession	1	2	3	4	5	N/A
Can serve as an advocate for the patient/family	1	2	3	4	5	N/A
Can recognize their own limitations in knowledge and capabilities as it pertains to the medical and/or psychosocial aspects of a patient encounter	1	2	3	4	5	N/A
Can demonstrate initiative for continued professional growth	1	2	3	4	5	N/A

SECTION 2

OVERALL PERFORMANCE THROUGHOUT THE ROTATION

Please check the most appropriate category:

Meeting Clinical Rotation Objectives

____ Meets and shows progress beyond set objectives

- ___ Meets objectives satisfactorily
- ___ Meets some objectives, needs help with others
- ___ Not able to meet objectives

Judgment in the Clinical Setting

- ___ Above average in making decisions
- ___ Usually makes the right decision
- ___ Often uses poor judgment
- ___ Consistently uses poor judgment

Attitude towards Duties and Responsibilities

- ___ Very interested and industrious
- ___ Average in diligence and interest
- ___ Somewhat indifferent
- ___ Definitely not interested

Relations with Staff and Patients

- ___ Works well with others
- ___ Gets along satisfactorily
- ___ Difficulty working with others
- ___ Works poorly with others

Quality of Work

- ___ Very good
- ___ Average
- ___ Below average
- ___ Very poor

Dependability

- ___ Above average in dependability
- ___ Usually dependable
- ___ Sometimes neglectful or careless
- ___ Unreliable

Overall Evaluation of Rotation

- ___ Very good
- ___ Average
- ___ Below average

Student Signature

Supervisor Signature

iv. Student evaluation of clinical rotation and supervision

University of Manitoba Genetic Counselling Graduate Program Student Evaluation of the Clinical Rotation & Supervision

Student Name:

Date:

Clinic:

Clinical Supervisor:

Please check the most appropriate category:

Supervisor's Expectations of the Student

The supervisor's expectations for my performance for this rotation were:

- | | |
|--|--|
| <input type="checkbox"/> far too great | <input type="checkbox"/> very appropriate |
| <input type="checkbox"/> a little too much | <input type="checkbox"/> not very high; I felt I was more advanced |

The supervisor's expectations of my knowledge base for this rotation were:

- | | |
|--|---|
| <input type="checkbox"/> far too great | <input type="checkbox"/> very appropriate |
| <input type="checkbox"/> a little too much | <input type="checkbox"/> not very high; I felt I was not given credit for what I knew |

The supervisor's expectations of my clinical skills for this rotation were:

- | | |
|--|--|
| <input type="checkbox"/> far too great | <input type="checkbox"/> very appropriate |
| <input type="checkbox"/> a little too much | <input type="checkbox"/> not very high; I felt that I could have done more |

Feedback

The quality of feedback from the supervisor was:

- | | |
|--|---|
| <input type="checkbox"/> very useful | <input type="checkbox"/> not helpful |
| <input type="checkbox"/> somewhat useful | <input type="checkbox"/> unconstructive & harmful; I did not feel supported |

The timing of the feedback from the supervisor was:

- | | |
|---|--|
| <input type="checkbox"/> appropriate & timely | <input type="checkbox"/> inconsistent |
| <input type="checkbox"/> adequate | <input type="checkbox"/> inadequate; I needed more feedback on a regular basis |

Overall evaluations of my performance as a genetic counsellor were:

- | | |
|---|--|
| <input type="checkbox"/> very helpful; I saw improvement | <input type="checkbox"/> feedback was not given until the end of my rotation which did not allow for improvement |
| <input type="checkbox"/> I could have used more structure to plan improvement | |

The Clinical Experience

I found the degree of independence during this rotation:

- | | |
|--|--|
| <input type="checkbox"/> too little for my experience | <input type="checkbox"/> I felt pushed into situations I was not ready to handle |
| <input type="checkbox"/> appropriate for my experience | |

In preparing cases and working with patients, I found the supervisor:

- | | |
|--|--|
| <input type="checkbox"/> helped me prepare where appropriate | <input type="checkbox"/> did not help me as much as I needed |
| <input type="checkbox"/> helped me to think about how to prepare | |

I found this supervisor was:

- | | |
|---|---|
| <input type="checkbox"/> able to help me when needed | <input type="checkbox"/> not available enough; I needed more help |
| <input type="checkbox"/> occasionally available to help | |

In working with patients, I found this supervisor:

- | | |
|---|--|
| <input type="checkbox"/> was supportive and helped me through the session | <input type="checkbox"/> was not available for most sessions |
| <input type="checkbox"/> interrupted me during the session too much; did not trust me | |

I found this clinical rotation to be:

- | | |
|---|---|
| <input type="checkbox"/> a great experience; I learned a lot | <input type="checkbox"/> very difficult; I had a hard time learning |
| <input type="checkbox"/> a good learning experience but I could have learned more | |

Student Signature

Supervisor Signature

d. Thesis procedures and regulations
See supplemental regulations (Appendix B)

University of Manitoba Genetic Counselling Program
Thesis Project Timeline

The goals of the research project are to:

1. Gain a thorough understanding of the research process
2. Learn to critically evaluate research studies
3. Formulate an original research question to add to the body of genetic counseling knowledge
4. Implement study design and data collection
5. Understand research methodology and the statistical tools necessary to analyze data
6. Formally defend and write a thesis
7. Have the opportunity to submit work for publication and present findings at a national conference

Timeline for Research Projects:

<u>Date Due</u>	<u>Project Goal</u>
Fall Year 1	Student will meet with a minimum of two potential thesis advisors.
End of Fall Year 1	Thesis project and thesis committee identified (minimum of 3 members). A short summary of project intentions should be drafted to oversight committee.
Winter Year I	Research Course (IMED 7410). Other didactic lectures relevant to genetic counselling research will be incorporated into other coursework.
End of Winter Year 1	Letter of intent must be reviewed by the thesis advisor. Once approved, the student must submit the Letter of Intent to the Program Director for review and approval by the GCP Research Oversight Committee. Student to complete online CORE ethics course.
Early Summer Year 1	Background readings completed and summarized in a comprehensive literature review (submitted to primary advisor); data measures developed or acquired before REB submission.
Summer Year 1	Protocol and REB submissions completed and submitted to primary advisor and project committee members for comments and approval.
Summer Year 1	REB forms completed and submitted to REB office and possible hospital impact committee (can take a month).

Start Fall Year 2	Data measures finalized and (after REB approval) pilot tested as necessary; data collection begins (if not already).
End of Fall Year 2	<i>Introduction</i> to advisor/committee . Data collection complete.
Early Winter Year 2	<i>Materials/Methods</i> to advisor/committee.
Mid-Winter Year 2	Data analysis complete; <i>Results/discussion</i> to advisor/committee.
Mid-Winter Year 2	Complete first draft to advisor and/or full committee; review revisions.
End of Winter Year 2	After final approval by entire thesis committee, send to 2 members of GCP Research Oversight Committee for approval.
April 1 Year 2	Final copies due to the Graduate Studies Office (they will distribute bound copies to the student, advisor, library and the department). Graduate Student Research Colloquium. Submit abstract of research project to national meeting (NSGC, CAGC, ASHG, ACMG).

Please note:

- Depending on the project and its progress, students may need to spend time over “school breaks” (summer or winter) on data collection and/or other thesis related areas. This possibility should be discussed with primary advisors in advance.
- Students will also be expected to have regular meetings with their advisor +/- committee members.
- Students will be expected to submit progress reports to the program every few months.

e. Ability to transfer courses into the program

Not applicable (see Supplemental Regulations – Appendix B)

f. Relevant Procedures and Regulations – Supplemental Regulations – Appendix B
Course Deletion and New Course Forms– Appendix C
Course Outline Forms for New Courses– Appendix D
Code of Conduct for Clinical Rotations – Appendix D1
Logbook for case accrual in order to sit certification board examinations – Appendix D2

4. Projections and Implementations

I. Sample Program Listing and a timeline for Completion – listed previously

- II. Enrolment will be limited to three students per year. This is to ensure adequate clinical exposure and supervision. For comparison, McGill University accepts 3-5 students per year and the University of Toronto, 4 students per year.

III. Distance education

There will be a distance education component. This will include pre-existing Telegraf sessions, which are part of the Royal College genetics residency training program. All training programs across Canada participate in this monthly academic experience. In addition, patients will be seen via Telehealth as part of the clinical rotations. Students are also expected to complete an external clinical rotation at an ABGC accredited training site.

- IV. Schedule for the implementation was discussed previously in timeline.

A. HUMAN RESOURCES

1. Faculty

This is a thesis-based program. The following table identifies potential thesis advisors and committee members. All have appointments in the Department of Biochemistry and Medical Genetics. The individuals listed are also currently involved in teaching genetics at the University of Manitoba and will serve as lecturers within the Program. Additional lecturers include clinicians and basic scientists involved in the Genetics Academic Half days. This includes subspecialists from Pediatric Neurology, Pediatric Nephrology, Palliative Care, Clinical Psychology, Pediatrics and Child Health, Ethics, Maternal Fetal Medicine, support groups. The compiled Curriculum vitae from potential thesis advisors are included in Appendix E.

I. a-c Thesis advisors, committee members and Course Teachers

**Advisors and Lecturers for Genetic Counselling Program
Faculty with Primary or Cross Appointments in Biochemistry and Medical Genetics**

Academic Listing	Potential Advisors	Lecturers
Chodirker , Bernie– Professor	x	X
Chudley , Albert – Professor	x	X
Dawson , Angie J. – Associate Professor		X
Ding, Hao – Associate Professor		X
Greenberg , Cheryl R. – Professor		X
Hu , Pingzhao - Assistant Professor	X	X
Leygue , Etienne – Associate Professor		X
Liu , Michelle – Assistant Professor	x	X
Mai , Sabine – Professor		X
Marles , Sandra – Assist Professor	x	X
McManus , Kirk – Assistant Professor		X
Merz , David – Assistant Professor		X
Mhanni , Aziz – Assist. Professor	X	X
Murphy , Leigh C. – Professor	x	X
Nachtigal , Mark – Associate Professor	x	X
Ogilvie , Tamra – Assistant Professor		X
Pemberton , Trevor – Assistant Professor	X	X
Rastegar , Mojgan – Assistant Professor		X
Reed , Martin – Adjunct Professor	x	X
Simard , Louise – Professor & Dept. Head	x	X
Spriggs , Beth – Assistant Professor	x	X
Triggs-Raine , Barb – Professor	x	X
Wigle , Jeffrey – Associate Professor	x	X
Wirtzfeld , Debrah – Associate Professor	x	X
Hartley , Jessica – Lecturer	X	X
Chin , Shannon - Lecturer	X	X
Serfas , Kim - Lecturer	X	X
Burnett , Sherri - Lecturer	X	X

Abbreviated curriculum vitae for thesis and program advisors

See Appendix E

Potential Thesis Topics are listed in Appendix E1

c) For faculty designated as lecturers/other, graduate courses taught over last five years:

Lecturers: Graduate Courses Taught in the Last Five years

Angie Dawson
2007-current
BGEN 7090
BGEN 7180

Hao Ding
2008-current
IMED 7290
2011-current
BGEN 7000
BGEN 8000

Cheryl Greenberg
2007-current
BGEN 7090

Etienne Leygue
2007-current
BGEN 7260
IMED 7240
2007-2011
BGEN 7000
BGEN 8000

Sabine Mai
2007-current
IMED 7200
IMED 7300
IMED 7302
IMED 7304
IMED 7240

Kirk McManus
2012 – current
IMED 7240

David Merz
2008-current
IMED 7290

Tamra Ogilvie
New faculty

Mojgan Rastegar
2011-current
BGEN 7210
2012-current
IMED 7101

Extent of participation in BMG/GC Graduate Programs of Thesis Advisors
As mentioned, the thesis advisors are already faculty members of the Dept of Biochemistry and Medical Genetics and many are currently involved in teaching courses within this department.

Impact of the proposed program on teaching loads
The teaching loads of the course coordinators will be increased from what it is currently. The impact will be greatest for the genetic counsellors who will be functioning as course coordinators and will also serve as the primary lecturers for these courses.

2. Support Staff

The Department of Biochemistry and Medical Genetics will provide the support staff for the administration of the Program. No new positions need to be created. There is currently an office manager and an academic programs coordinator. They are housed in the BMG general office located on the third floor of the Basic Medical Sciences building.

3. Other

Other individuals involved in the training will include the clinical supervisors for multidisciplinary clinics and those involved in the external rotation.

C. PHYSICAL RESOURCES

1. Space

I. Students

There is dedicated space on the third floor of Basic Medical Sciences, Department of Biochemistry and Medical Genetics to house this Program. There is a student room, complete with ten study carrels (room 310AB) in addition to a lunch room (room 340) and a seminar room (room 341) which has a fully equipped audio-visual system. No new space is needed.

II. Administration

The Program will require a Program Director and Medical Director. There will also be a clinical and research coordinator. The Department of Biochemistry and Medical Genetics will provide the support staff for the administration of the Program. There is currently an office manager and an academic programs coordinator. They are housed in the third floor, Basic Medical Sciences building.

The Resource Implication statement from the Director of Student Records is found in Appendix F.

2. Equipment

I. Teaching

Audiovisual equipment is configured in the BMG seminar room (room 341). In addition, clinical academic half days occur in the Gordon Chown Room, Community Services Building. This is a pre-existing Royal College accredited academic half day. The space is reserved for this purpose. Laptops and projectors are accessible and available for both rooms (held by the Department of Biochemistry and Medical Genetics and The WRHA Program of Genetics and Metabolism). No new teaching equipment is required.

II. Research

There is space in both wet and dry labs in the Basic Medical Sciences building, Department of Biochemistry and Medical Genetics. No new space is required. No new laboratory equipment is required.

The Resource Implication Statement from the Director of Information Services Technology is found in Appendix G.

3. Computers

Most graduate students own their own personal laptop computer. Wifi for students is available in most areas of the Bannatyne Campus (including Basic Medical Sciences building and the Brodie Centre); thus, students can access the Internet with their own computers. In addition, the library has computers available for student use. No new computers are needed to be purchased.

4. Library

Below is a list of the student reading resources that will be required for the proposed Genetic Counselling Master's training program. The majority of these readings will be provided for the students to use by either the Program of Genetics and Metabolism or the Department of Biochemistry and Medical Genetics. There are libraries in both departments with the relevant textbooks available.

a. Readings Provided:

1. *Chromosome Abnormalities and Genetic Counselling (4th edition)* 2011: Gardner, Sutherland and Schaffer. Published by Oxford University Press.
2. *Emery and Rimoin's Principles and Practice of Medical Genetics (6th edition)* 2013: Rimoin, Pyeritz, and Korf. Published by Academic Press
3. *Genetic Counseling Practice: Advanced Concepts and Skill*, 2010: Veach, LeRoy and Bartels. Published by Wiley-Blackwell
4. *Human Malformations and Related Anomalies (2nd edition)* 2006: Stevenson and Hall. Published by Oxford University Press

5. *Human Molecular Genetics (4th edition)* 2010: Strachan and Read. Published by Garland Science
6. *Management of Genetic Syndromes (3rd edition)* 2010: Cassidy and Allanson. Published by Wiley-Blackwell.
7. *The Metabolic and Molecular Bases of Inherited Disease (8th edition)* 2000: Scriver et al. published by McGraw-Hill Professional
8. *The Practical Guide to the Genetic Family History*, 2010: Bennett. Published by Wiley-Blackwell.
9. *Smith's Recognizable Patterns of Human Malformation (6th edition)* 2005: Kenneth Lyons Jones. Published by Saunders

b. Recommended textbooks for students to have a personal copy:

1. *Facilitating the Genetic Counselling Process: A Practice Manual*, 2003: Veach, LeRoy and Bartels. Published by Springer
2. *Practical Genetic Counselling (7th edition)* 2010: Harper. Published by Edward Arnold Ltd.
3. *Thompson & Thompson Genetics in Medicine (7th edition)* 2007: Nassbaum, McInnes and Willard. Published by Saunders Elsevier
4. *A Guide to Genetic Counselling (2nd edition)* 2009: Uhlmann, Schuette and Yashar. Published by Wiley-Blackwell.

c. Reading highly suggested:

1. *Psychosocial Genetic Counseling*, 2000: Jon Weil. Published by Oxford University Press
2. *Counseling about Cancer: Strategies for Genetic Counseling (3rd edition)* 2011: Schneider. Published by Wiley-Blackwell.

d. Electronic Journals frequently used and available via the Neil John McLean library:

American Journal of Human Genetics
 American Journal of Medical Genetics
 Clinical Genetics
 Journal of Genetic Counseling
 Genetics in Medicine
 Nature
 Nature Genetics
 The Lancet
 New England Journal of Medicine

The European Genetic Counseling Journal not available electronically, but a hard copy can be requested through Lonesome Doc

e. Online Access to PubMed is available and will be utilized for other journals as needed.

The Resource Implication Statement from the Director of Libraries is found in Appendix H.

D. FINANCIAL RESOURCES

- 1. Six year Budget Projection:** We have projected a 6 year budget for the MSc in Genetic Counselling program. Our ability to recruit a Program Director in 2015 will be critical in ensuring an intake of the first cohort of graduate students for September 2016. A five year budget is a requirement for provisional accreditation by ABGC*.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2015	2016	2017	2018	2019	2020
EXPENDITURES						
Salaries						
1.0 FTE Program Director (Assistant Professor)	79,357	83,655	88,091	92,666	97,383	102,246
Benefits (21.15%)	16,784	17,693	18,631	19,599	20,597	21,625
Program Director Stipend	15,000	15,000	15,000	15,000	15,000	15,000
Benefits (21.15%)	3,173	3,173	3,173	3,173	3,173	3,173
Course Coordinators (BGEN 7040 and 7160; \$5,000 ea.)		10,000	10,000	10,000	10,000	10,000
Benefits (21.15%)		2,115	2,115	2,115	2,115	2,115
	114,314	131,636	137,010	142,553	148,268	154,159
Operating Costs						
Provisional/Probationary Annual Report Fee (ABGC)		5,000	5,000	5,000	5,000	5,000
Annual ABGC Membership Fee	200	200	200	200	200	200
Office (telephones, mailings etc.)	5,000	5,000	5,000	5,000	5,000	5,000
Web Site development (2 month contract)	7,500					
External rotation Ad Hoc Fee (\$100 ea. for 3 students)		300	300	300	300	300
Annual Program Retreat		500	500	500	500	500
Miscellaneous		2,000	2,000	2,000	2,000	2,000
	12,700	13,000	13,000	13,000	13,000	13,000
TOTAL PROGRAM EXPENDITURES	127,014	144,636	150,010	155,553	161,268	167,159
REVENUE						
Tuition (\$14,400/student and 85% program recovery)		36,720	73,440	73,440	73,440	73,440
Other Revenue (MHLS*)	12,700					
Reallocation of BMG Baseline	114,314	119,521	124,894	130,437	136,152	142,043
TOTAL REVENUE	127,014	156,241	198,334	203,877	209,592	215,483
OVERALL PROGRAM SUPPLUS (Deficit)	0	11,605	48,324	48,324	48,324	48,324

*ABGC – American Board of Genetic Counsellors; MHLS – Manitoba Health Living and Seniors

2. Budget Justifications

1) EXPENDITURES

a) Salaries

Program Director (1.0 FTE*) – start salary of \$79,357 (entry level Assistant Professor). Increments include both step and general increases projected from the current UMFA collective agreement. We have also included a stipend of \$15,000; this is consistent with current practice of the College of Medicine and brings the salary of the Program Director (professional Genetic Counsellor) to a competitive level nationally.

*It should be noted that with an intake of 6 students per year from year 2 onwards of the program, we are mandated by the American Board of Genetic Counsellors (ABGC) to have a 1.0 FTE Program Director as part of the accreditation requirements.

Course Coordinators – two courses (BGEN 7040 and BGEN 7160) will be coordinated by nil-salaried Lecturers (BMG) who are themselves Genetic Counsellors. It is the College of Medicine practice to provide nil-salaried course coordinators a stipend of \$5,000.

Benefits were calculated at the University rate of 21.15%; this includes the Health and Education Levy.

Lecturers will not be remunerated.

b) Operating Costs

As a professional program, we will require provisional/probationary status from ABGC, the North American accrediting board of Genetic Counselling Programs. The long term goal is to attain and retain accreditation status; thus, this will be a yearly recurring expense.

The Program Director would have to retain ABGC membership and a yearly budget line has been applied for this purpose.

We have also budgeted a one-time cost for the development of a M.Sc. in Genetic Counselling web site; we expect to outsource this task and estimate that it will require ~2 months to complete. Maintenance will be done by existing BMG support staff.

Other operating costs include office supplies/equipment (telephones, mailing etc.), costs for an annual program meeting, and miscellaneous expenses.

2) REVENUE

a) Tuition

Tuition for genetic counselling programs in Canada ranges from \$7,000 (McGill out of province students and University of Toronto) to \$17,500 per year (University of British Columbia). The professional program at the University of Manitoba that most closely resembles the M.Sc. in Genetic Counselling Program is the M.Sc. in Physician Assistant Studies which has a yearly tuition of \$15,262 (2 year program). It is interesting to note that the minimum starting salary of Physician Assistant graduates is \$75,000 whereas this is \$68,300 for a Manitoban

genetic counsellor. Based on these considerations, and the need for this program to approach cost recovery, we have arrived at a yearly tuition of \$14,400 for the Genetic Counselling program. It is important to note that because of limited admission to genetic counselling programs in Canada due to the small number of programs, Canadian students are willing to train in the United States and pay well over \$30,000/year for tuition. Therefore, we feel confident that enrolment into a program with a \$14,400 yearly tuition will not be problematic.

We are very cognisant of the fact that this high tuition might be prohibitive for individuals with socioeconomic challenges that would include First Nations individuals. We are very supportive of encouraging First Nations students to pursue a career in genetic counselling. Such an initiative is already in effect with regards to entrance into Medicine. We will work very closely with the Dean of the College of Medicine to ensure accessibility to targeted scholarships/incentives that would include seeking a “return of service” agreement with the Province. Funds permitting, BMG would be happy to partner with such incentives. This is important on a number of levels including having First Nations individuals counselling First Nations individuals and providing excellent role models of First Nations health professionals.

Given a tuition fee of \$14,400, the College will receive approximately \$12,240 per year per student (85%) that would be applied directly to cost of the M.Sc. in Genetic Counselling program (see supporting documents).

b) Other

- i) **BMG revenues from MHHLS:** The College of Medicine has signed a 3 year agreement with Manitoba Health Healthy Living and Seniors; BMG revenues from MHHLS will be used for the M.Sc. in Genetic Counselling program deficit in 2015.
- ii) **Institution:** It is critical that the funding for the M.Sc. in Genetic Counselling program be sustainable to meet accreditation standards. In recognition of this, as well as the importance of this program to the College of Medicine, the Dean has reallocated FTE baselines recently freed from the BMG Operating Budget to the 1.0 FTE Program Director Faculty position as of April 1, 2015 (letter confirming this commitment is appended). This baseline commitment ensures the longevity of the program and alleviates constraints to achieve cost-recovery.

PROJECTED COSTS AND REVENUES

	Costs	Revenues
Year 0:	127,014	127,014
Year 1:	144,636	156,241
Year 2:	150,010	198,334
Year 3:	155,553	203,877
Year 4:	161,268	209,592
Year 5:	167,159	215,483

The spreadsheet, as required by the Senate Planning and Priorities Committee (SPPC), is part of this proposal in supporting documents; quoted is the budget for the periods from Year 1 to Year 4 (periods of active intake of graduate students). You will note from this document that we have presented a balanced budget.

3) FURTHER CONSIDERATIONS

The reallocation of freed-up baselines from the BMG operating budget to the 1.0 FTE Program Director position, coupled with initial support from MHLS, ensures that the M.Sc. in Genetic Counselling program is cost recovery.

Under the guidance of the Program Director and in collaboration with the College of Medicine, we will seek to establish a “return to service” agreement with the Province. This will serve to enable entrance of students with socioeconomic challenges that would include First Nations students. We will also apply to the Province for designated funding for the program and for “specialized program status”.

4) PHYSICAL RESOURCES

No new space or physical resources are required.

5) BALANCE SHEET

Relevant information is covered in the SPPC spreadsheet. The SPPC spreadsheet can be found in supporting documents. Note that this spreadsheet provides the budget for Years 1 to 4 when graduate students would actually be enrolled into the program.

E. SUPPORTING DOCUMENTS

Letters of support have been sent to the Dean of Graduate Studies directly. Some of these are included in the supporting documents following the appendices, in addition to other relevant documents.

**Appendix A - Summary of Research Publications WRHA Genetics Program for
2012**

Appendix A - Summary of Research Publications WRHA Genetics Program for 2012

1. Salman MS, Lee EJ, Tjahjadi A, Chodirker BN. The epidemiology of intermittent and chronic ataxia in children in Manitoba, Canada. *Dev Med Child Neurol*. 2013 Feb 7.
2. Dawson AJ, Hryshko M, Konkin D, Bal S, Bernier D, Tomiuk M, Burnett S, Frosk P, Chodirker BN, Chun K. Origin of a prenatal mosaic supernumerary neocentromeric derivative chromosome 13 determined by QF-PCR. *Fetal Diagn Ther*. 2013;33(1):75-8.
3. Walfisch A, Mills KE, Chodirker BN, Berger H. Prenatal screening characteristics in Emanuel syndrome: a case series and review of the literature. *Arch Gynecol Obstet*. 2012 Aug;286(2):299-302.
4. Vaz SS, Chodirker B, Prasad C, Seabrook JA, Chudley AE, Prasad AN. Risk factors for nonsyndromic holoprosencephaly: a Manitoba case-control study. *Am J Med Genet A*. 2012 Apr;158A(4):751-8.
5. Elliott AM, Mhanni AA, Marles SL, Greenberg CR, Chudley AE, Nyhof GC, Chodirker BN. Trends in telehealth versus on-site clinical genetics appointments in Manitoba: a comparative study. *J Genet Couns*. 2012 Apr;21(2):337-44.
6. Hood RL, Lines MA, Nikkel SM, Schwartzentruber J, Beaulieu C, Nowaczyk MJ, Allanson J, Kim CA, Wieczorek D, Moilanen JS, Lacombe D, Gillessen-Kaesbach G, Whiteford ML, Quaio CR, Gomy I, Bertola DR, Albrecht B, Platzer K, McGillivray G, Zou R, McLeod DR, Chudley AE, Chodirker BN, Marcadier J; FORGE Canada Consortium, Majewski J, Bulman DE, White SM, Boycott KM. Mutations in SRCAP, encoding SNF2-related CREBBP activator protein, cause Floating-Harbor syndrome. *Am J Hum Genet*. 2012 Feb 10;90(2):308-13.
7. Iqbal J, Ragone A, Lubinski J, Lynch HT, Moller P, Ghadirian P, Foulkes WD, Armel S, Eisen A, Neuhausen SL, Senter L, Singer CF, Ainsworth P, Kim-Sing C, Tung N, Friedman E, Llacuachaqui M, Ping S, Narod SA; Hereditary Breast Cancer Study Group. The incidence of pancreatic cancer in BRCA1 and BRCA2 mutation carriers. *Br J Cancer*. 2012 Dec 4;107(12):2005-9.
8. Malisza KL, Buss JL, Bolster RB, de Gervai PD, Woods-Frohlich L, Summers R, Clancy CA, Chudley AE, Longstaffe S. Comparison of spatial working memory in children with prenatal alcohol exposure and those diagnosed with ADHD; functional magnetic resonance imaging study. *J Neurodev Disord*. 2012 May 18;4(1):12.

9. Schrier SA, Bodurtha JN, Burton B, Chudley AE, Chiong MA, D'Avanzo MG, Lynch SA, Musio A, Nyazov DM, Sanchez-Lara PA, Shalev SA, Deardorff MA. The Coffin-Siris syndrome: a proposed diagnostic approach and assessment of 15 overlapping cases. *Am J Med Genet A*. 2012 Aug;158A(8):1865-76.
10. Doherty D, Chudley AE, Coghlan G, Ishak GE, Innes AM, Lemire EG, Rogers RC, Mhanni AA, Phelps IG, Jones SJ, Zhan SH, Fejes AP, Shahin H, Kanaan M, Akay H, Tekin M; FORGE Canada Consortium, Triggs-Raine B, Zelinski T. GPSM2 mutations cause the brain malformations and hearing loss in Chudley-McCullough syndrome. *Am J Hum Genet*. 2012 Jun 8;90(6):1088-93.
11. Loucks C, Parboosingh JS, Chong JX, Ober C, Siu VM, Hegele RA, Rupar CA, McLeod DR, Pinto A, Chudley AE, Innes AM. A shared founder mutation underlies restrictive dermopathy in Old Colony (Dutch-German) Mennonite and Hutterite patients in North America. *Am J Med Genet A*. 2012 May;158A(5):1229-32.
12. Coo H, Ouellette-Kuntz H, Lam M, Yu CT, Dewey D, Bernier FP, Chudley AE, Hennessey PE, Breitenbach MM, Noonan AL, Lewis ME, Holden JJ. Correlates of age at diagnosis of autism spectrum disorders in six Canadian regions. *Chronic Dis Inj Can*. 2012 Mar;32(2):90-100.
13. Kotsopoulos J, Lubinski J, Salmena L, Lynch HT, Kim-Sing C, Foulkes WD, Ghadirian P, Neuhausen SL, Demsky R, Tung N, Ainsworth P, Senter L, Eisen A, Eng C, Singer C, Ginsburg O, Blum J, Huzarski T, Poll A, Sun P, Narod SA; Hereditary Breast Cancer Clinical Study Group. Breastfeeding and the risk of breast cancer in BRCA1 and BRCA2 mutation carriers. *Breast Cancer Res*. 2012 Mar 9;14(2):R42.
14. Malisza KL, Clancy C, Shiloff D, Holden J, Jones C, Paulson K, Yu DC, Summers R, Chudley AE. Functional magnetic resonance imaging of facial information processing in children with autistic disorder, attention deficit hyperactivity disorder and typically developing controls. *Int J Adolesc Med Health*. 2011;23(3):269-77.
15. Muller EA, Aradhya S, Atkin JF, Carmany EP, Elliott AM, Chudley AE, Clark RD, Everman DB, Garner S, Hall BD, Herman GE, Kivuva E, Ramanathan S, Stevenson DA, Stockton DW, Hudgins L. Microdeletion 9q22.3 syndrome includes metopic craniosynostosis, hydrocephalus, macrosomia, and developmental delay. *Am J Med Genet A*. 2012 Feb;158A(2):391-9.
16. Malenfant P, Liu X, Hudson ML, Qiao Y, Hrynychak M, Riendeau N, Hildebrand MJ, Cohen IL, Chudley AE, Forster-Gibson C, Mickelson EC, Rajcan-Separovic E, Lewis ME, Holden JJ. Association of GTF2i in the Williams-Beuren syndrome critical region with autism spectrum disorders. *J Autism Dev Disord*. 2012 Jul;42(7):1459-69.

17. Lubinski J, Huzarski T, Byrski T, Lynch HT, Cybulski C, Ghadirian P, Stawicka M, Foulkes WD, Kilar E, Kim-Sing C, Neuhausen SL, Armel S, Gilchrist D, Sweet K, Gronwald J, Eisen A, Gorski B, Sun P, Narod SA; Hereditary Breast Cancer Clinical Study Group. The risk of breast cancer in women with a BRCA1 mutation from North America and Poland. *Int J Cancer*. 2012 Jul 1;131(1):229-34.
18. Collins SA, Surmala P, Osborne G, Greenberg C, Bathory LW, Edmunds-Potvin S, Arbour L. Causes and risk factors for infant mortality in Nunavut, Canada 1999-2011. *BMC Pediatr*. 2012 Dec 12;12:190.
19. Kölker S, Boy SP, Heringer J, Müller E, Maier EM, Ensenaue R, Mühlhausen C, Schlune A, Greenberg CR, Koeller DM, Hoffmann GF, Haegel G, Burgard P. Complementary dietary treatment using lysine-free, arginine-fortified amino acid supplements in glutaric aciduria type I - A decade of experience. *Mol Genet Metab*. 2012 Sep;107(1-2):72-80.
20. Whyte MP, Greenberg CR, Salman NJ, Bober MB, McAlister WH, Wenkert D, Van Sickle BJ, Simmons JH, Edgar TS, Bauer ML, Hamdan MA, Bishop N, Lutz RE, McGinn M, Craig S, Moore JN, Taylor JW, Cleveland RH, Cranley WR, Lim R, Thacher TD, Mayhew JE, Downs M, Millán JL, Skrinar AM, Crine P, Landy H. Enzyme-replacement therapy in life-threatening hypophosphatasia. *N Engl J Med*. 2012 Mar 8;366(10):904-13.
21. de Vries Y, Lwiwski N, Levitus M, Kuyt B, Israels SJ, Arwert F, Zwaan M, Greenberg CR, Alter BP, Joenje H, Meijers-Heijboer H. A Dutch Fanconi Anemia FANCC Founder Mutation in Canadian Manitoba Mennonites. *Anemia*. 2012;2012:865170.
22. Frosk P, Mhanni AA, Rafay MF. SCN1A Mutation Associated With Intractable Myoclonic Epilepsy and Migraine Headache. *J Child Neurol*. 2013 Mar;28(3):389-91.
23. Potter BK, Chakraborty P, Kronick JB, Wilson K, Coyle D, Feigenbaum A, Geraghty MT, Karaceper MD, Little J, Mhanni A, Mitchell JJ, Siriwardena K, Wilson BJ, Syrowatka A. Achieving the "triple aim" for inborn errors of metabolism: a review of challenges to outcomes research and presentation of a new practice-based evidence framework. *Genet Med*. 2012 Dec 6.
24. Udow S, Bunge M, Ryner L, Mhanni AA, Salman MS. Prolonged survival and serial magnetic resonance imaging/magnetic resonance spectroscopy changes in infantile Krabbe disease. *Pediatr Neurol*. 2012 Oct;47(4):299-302.
25. Ghrooda S, Borys A, Spriggs E, Hegde M, Mhanni A. SETX gene novel mutations in a non-French Canadian with ataxia-oculomotor apraxia type 2. *Parkinsonism Relat Disord*. 2012 Jun;18(5):700-1.

26. Hartley JN, Booth FA, Del Bigio MR, Mhanni AA. Novel Autosomal Recessive c10orf2 Mutations Causing Infantile-Onset Spinocerebellar Ataxia. Case Rep Pediatr. 2012;2012: Epub 2012
27. Chin SR. It's not always about the "genetics": giving patients what they need. J Genet Couns. 2012 Apr;21(2):181-2.

APPENDIX F RESOURCE IMPLICATION STATEMENT – DIRECTOR OF STUDENT RECORDS

Memo

Registrar's Office
400 University Centre
Phone 474-9425
Fax 275-2589



UNIVERSITY
OF MANITOBA

May 29, 2014

Sent as email attachment

To: Dr. Alison Elliott, Program Director, WRHA Program of Genetics and Metabolism
Assistant Professor, Paediatrics & Child Health, Biochemistry and Medical Genetics

From: Neil Marnoch, Registrar

~ ~

Re: Proposal for a Master's in Science Program in Genetic Counselling

Dr. Elliott, having reviewed the program proposal for a Master's in Science Program in Genetic Counselling, I see no problems in the Registrar's Office supporting this program with respect to registration, fee assessment and academic evaluation.

Best of luck with your proposal.

**APPENDIX G RESOURCE IMPLICATION STATEMENT – DIRECTOR OF INFORMATION
SERVICES TECHNOLOGY**



UNIVERSITY
OF MANITOBA

Information Services And Technology

General Office
E3-606 EITC
Winnipeg, Manitoba
Canada R3T 2N2
Tel: (204) 474-9249
Fax: (204) 474-7515

March 29, 2013

March 29, 2013

Alison M. Elliott, MS, CGC, PhD

Assistant Professor, Paediatrics & Child Health
Department of Biochemistry and Medical Genetics
College of Medicine
University of Manitoba

Dear Dr. Elliott:

Thank you for sending me the program proposal for the Master's in Science in Genetic Counselling.

Based on the material therein, this proposed new program should have no significant effect on IST facilities.

Best wishes on the success of your team's proposal.

Mike Langedock

Mike Langedock

Mike Langedock, CIO
Information Services & Technology

APPENDIX H RESOURCE IMPLICATION STATEMENT - DIRECTOR OF LIBRARIES

University of Manitoba Libraries
Statement for New Programme

UNIVERSITY
OF MANITOBA

Libraries

Faculty Medicine
Department Biochemistry and Medical Genetics
Programme Name Master of Science in Genetic Counselling

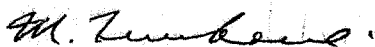
Executive Summary

The Libraries' collection can support this new graduate programme, especially with additional books the Libraries will acquire.

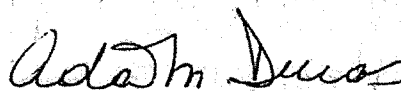
The Neil John Maclean Health Sciences Library, its associated hospital libraries and main University campus libraries are able to support the program based on its substantial current collection of electronic journals, databases, ebooks as well as print materials to be supplemented with additional purchases noted below. Library services and facilities such as document delivery, library instruction, seminar rooms, computer lab & workstations, are well established and should be able to adequately fulfill the needs of the small number of students in the program.

The journal collection, mostly in electronic form, along with various online article finding databases are more than adequate to support the research and practicum requirement of the program. The UM Libraries hold current subscriptions to all of the recommended core periodicals and much more.

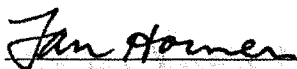
There are some deficiencies in the libraries' book holdings identified on checking the required, provided and suggested readings as well as a survey of titles in print. This should be remedied with the purchase of the recommended titles at a total cost of about \$1425 CAD for the print versions.



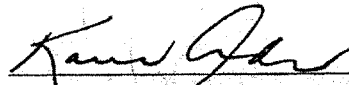
Michael Tennenhouse
Basic Medical Sciences Liaison Librarian



Ada Ducas
Head, Neil John Maclean Health Sciences Library



Coordinator, Collections Management



University Librarian

22 March 2013

Date

TO: Shannon Chin, Program of Genetics & Metabolism, HSC
FROM: Michael Tennenhouse, Neil John Maclean Health Sciences Library
CC: Ada Ducas, Head, Neil John Maclean Health Sciences Library
Jan Horner, Coordinator, Collections Management
Dr. Louise Simard, Head, Department of Biochemistry and Medical Genetics
RE: **Library Support for New Program:** Master's in Science in Genetic Counselling

This is a library support statement for the proposed new Master's in Science program in Genetic Counselling. The assessment is based on the materials emailed to me on 12 Feb. 2013 and 19 Mar. 2013: 1. GC Program Course Overview; 2. GC Program Sample Timeline; 3. GC Program Student Resources; 4. Program Proposal for a Master's in Science in Genetic Counselling Offered by the University of Manitoba, Faculty of Medicine, Department of Biochemistry and Medical Genetics, March 12, 2013

The proposed thesis based program will be 2 years in duration admitting 3 students per year for a maximum of 6 students. Working primarily under the auspices of the Department of Biochemistry and Medical Genetics the program consists of five courses already offered by the department and two sponsored by the Extended Education's Applied Counselling Certificate Program. All are currently supported by the Libraries:

BGEN 7090-Principles and Practice of Human Genetics (3 credits)
BGEN 7140-Clinical Genetics (3 of 6 credits)
BGEN 7130-Genetic Epidemiology of Human Populations (3 credits)
BGEN 7000 – Research Seminar (1 credit per year)
BIOL 7100-Skills in Biological Research (3 credits)
Counselling Skills I & II (Applied Counselling Certificate Program)

Courses proposed that are specific to the new program are:

BGEN 7160- Theory and Practice of Genetic Counselling

BGEN 7270 & 7280 -Introduction to Genetic Counselling Clinic Rotation

Calendar description: "This rotation will allow students to observe and participate in various genetic counselling settings. Participation will allow for skill development and practical application of genetic counselling fundamentals."

In summary, the Neil John Maclean Health Sciences Library, its associated hospital libraries and main University campus libraries are able to support the program based on its substantial current collection of electronic journals, databases, ebooks as well as print materials to be supplemented with additional purchases noted below. Library services and facilities such as document delivery, library instruction, seminar rooms, computer lab & workstations, are well established and should be able to adequately fulfill the needs of the small number of students in the program.

The journal collection, mostly in electronic form, along with various online article finding databases are more than adequate to support the research and practicum requirement of the program. The UM Libraries hold current subscriptions to all of the recommended core periodicals and much more. A couple of counselling specific journals are not held but were not recommended in the course outline. Details are provided in the Journal Analysis section below.

There are some deficiencies in the libraries' ¹⁹⁰book holdings identified on checking the required, provided and suggested readings as well as a survey of titles in print. This should be remedied

by the purchase of the recommended titles at a total cost of about \$1425 CAD for the print versions. Electronic copies could be considered instead of or in addition to the print versions at a slightly higher cost. Print versus electronic selections would be done in consultation with the unit. Titles, costs and other details are provided in the Monograph Analysis section that follows.

Journal Analysis

The following recommended journal titles identified for the program are all held.

American Journal of Human Genetics
American Journal of Medical Genetics
Clinical Genetics
Journal of Genetic Counseling
Genetics in Medicine
Nature
Nature Genetics
The Lancet
New England Journal of Medicine

The recommended journal titled "European Genetic Counseling Journal" could not be bibliographically verified. Other current genetic counselling titles below were also identified based on a search of Journals in NCBI Database and ulrichsweb.com (Ulrich's Periodicals Directory).

Other Genetic Counselling Journals Held

Journal of Community Genetics - held online via Springerlink.

Titles NOT Held with Impact Factor & Pricing for Consideration

1. Public Health Genomics. Karger. Impact Factor is 2.33. \$1563 USD.
2. Genetic Testing & Molecular Biomarkers. Mary Ann Liebert. Have only 2009-2011 via Health Reference Centre; Impact Factor is 1.1; \$1553 USD
3. Genetic Counseling. Geneva: Edition Medecine Et Hygiene; Impact Factor is 0.5. €300 EUROS.

Approximately 1100 article citations were also analyzed based on a PubMed & Scopus search:

1. Search of PubMed from 2010 onwards for article titles containing the phrase "genetic counseling". 383 citations were retrieved.
2. Search of Scopus for titles cited by articles in the Journal of Genetic Counseling. 710 citations were retrieved.

The results were sorted using EndNote software to display the most cited journals. 58 of 62 titles (94%) were cited at least 3 times and are currently held online. Of a total of 664 articles published in these 62 journals, 628 (95%) are held in journals currently accessible online, most from 1996 onward, others going back much earlier. See Appendix I for a list of these 62 titles and holding details. The *UML Collection Assessment Guidelines* would rank this at a level 4 – Research Support/Doctoral Level.¹

Monograph Analysis

The following recommended titles are not currently held. Approximate pricing in Canadian dollars for print and electronic versions is shown.

1. *Chromosome Abnormalities and Genetic Counselling* (4th edition) 2011: Gardner, Sutherland and Schaffer. Published by Oxford University Press \$72.50 (ebrary \$238)
2. *Emery and Rimoin's Principles and Practice of Medical Genetics* (7th edition) 2013: Rimoin, Pyeritz, and Korf. Published by Academic Press \$970.00 (ebrary, Elsevier?)
3. *Genetic Counseling Practice: Advanced Concepts and Skill*, 2010: Veach, LeRoy and Bartels. Published by Wiley-Blackwell \$109.95 (EBL \$110; Wiley Online?)
4. *The Practical Guide to the Genetic Family History*, 2010: Bennett. Published by Wiley-Blackwell. \$70.99 (ebrary \$72)
5. *Facilitating the Genetic Counselling Process: A Practice Manual*, 2003: Veach, LeRoy and Bartels. Published by Springer. \$45.08 (ebrary \$45, Springer)
6. *A Guide to Genetic Counselling* (2nd edition) 2009: Uhlmann, Schuette and Yashar. Published by Wiley-Blackwell. \$79.16 (ebrary \$100; Wiley Online?)
7. *Counseling about Cancer: Strategies for Genetic Counseling* (3rd edition) 2011: Schneider. Published by Wiley-Blackwell. \$76.95 (ebrary \$75; Wiley Online?)

Total cost for print: \$455 CAD excluding Emery; \$1425 CAD including Emery.

Total cost for online versions: \$640 excluding Emery. Cost for online version of Emery was not available.

A representative sample of 52 book titles on Genetic Counseling, Genetic Testing, Genetic Screening and Prenatal Diagnosis published since 2007 in English from established publishers was retrieved by searching Amazon.com & the NLM Catalog, 2007-2012. UML held 21 or 40%. 10 are held online, 6 held at NJM, 2 held at SBGH, 1 held at Science, 1 held at Victoria GH, 1 held at Dafoe Library. The *UML Collection Assessment Guidelines* would rank the book collection at a level 2 - basic support. This would be elevated with the supplementary purchases noted above.

A similar but more comprehensive search of the University of Manitoba Libraries catalogue identified 123 titles on genetics and genetic counseling-related topics published since 2007. About 50 were in electronic format. There appears to be a fair amount of supplementary book material in the collection, and with coursework focusing on the recommended readings this should be adequate to support the start of the program.

Appendix 1: Top Cited Genetic Counselling Journal Titles

		Times Cited	1=have	Years Online	Platform
1	Journal of Genetic Counseling	182	1	1992-	Springer
2	Genetics in Medicine	41	1	1998-	Nature
3	Prenatal Diagnosis	29	1	1996-	Wiley
4	American Journal of Medical Genetics, Part A	22	1	2003-	Wiley
5	Familial Cancer	22	1	2001	Springer
6	American Journal of Medical Genetics	21	1	1996-	Wiley
7	Pediatrics	20	1	1948-	Highwire
8	European Journal of Human Genetics	17	1	1998-	Nature
9	Patient Education and Counseling	17	1	1995-	Elsevier
10	Clinical Genetics	15	1	1970-	Wiley
11	Journal of Clinical Oncology	13	1	1999-	Highwire
12	Journal of Community Genetics	13	1	2010-	Springer
13	Journal of Genetic Counseling	12	0		
15	Journal of Genetic Counseling	10	0		Karger
16	Journal of medical genetics	10	1	1964-	BMJ
17	Cancer Epidemiology Biomarkers and Prevention	9	1	1991-	Highwire
18	Genetic testing and molecular biomarkers	9	0	2009- 2011	Health Reference Centre
19	Obstetrics and Gynecology	9	1	1953-	Ovid LWW
20	Gastroenterology	8	1	1995-	Elsevier
21	JAMA- Journal of the American Medical Association	8	1	1883-	JAMA
22	Journal of Autism and Developmental Disorders	7	1	1971-	Springer
23	New England Journal of Medicine	7	1	1812-	NEJM
24	Cancer	6	1	1948-	Wiley
25	Lancet	6	1	1823-	Elsevier
26	Preventive Medicine	6	1	1993-	Elsevier
27	Social Science and Medicine	6	1	1981-	Elsevier
28	Taiwanese Journal of Obstetrics and Gynecology	6	1	2004-	Elsevier
29	Academic Medicine	5	1	1926-	Ovid LWW
30	American Journal of Preventive Medicine	5	1	1996-	Elsevier
31	British Journal of Cancer	5	1	1947-	Nature
32	British Medical Journal	5	1	1840-	BMJ
33	International Journal of Cancer	5	1	1996-	Wiley
34	Mental Retardation, Autism, Intellectual and Developmental Disabilities	5	0		
35	Health Psychology	4	1	1982-	PsycARTICLES
36	Human Genetics	4	1	1965-	Springer

38	Journal of Consulting and Clinical Psychology	4	1	1968-	PsycARTICLES
39	Journal of Transcultural Nursing	4	1	1989-	Sage
40	Mental Retardation and Developmental Disabilities Research Reviews; AD: Developmental disabilities research reviews	4	1	1995-	Wiley
41	Public Understanding of Science	4	1	1992-	Sage
42	American Journal of Human Genetics	3	1	1949-	Elsevier - PMC
43	American Journal of Obstetrics and Gynecology	3	1	1995-	Elsevier - MDC
44	Anesthesiology	3	1	1940-	Ovid
45	Annals of Behavioral Medicine	3	1	1995-	Springer
46	Birth Defects Research Part A - Clinical and Molecular Teratology	3	1	2003-	Wiley
47	Breast Disease	3	1	1998-	AUC Swetswise
48	Developmental Medicine and Child Neurology	3	1	1958-	Wiley
49	European Journal of Cancer Care	3	1	1992-	Wiley
50	European Journal of Medical Genetics	3	1	2005-	Elsevier
51	Gynecologic Oncology	3	1	1993-	Elsevier
52	Journal of Cancer Education	3	1	2007-	Springer
53	Journal of Intellectual Disability Research	3	1	1957-	Wiley
54	Journal of Medical Screening	3	1	1998-	SwetsWise
55	Journal of Pediatrics	3	1	1993-	Elsevier
56	Journal of Personality and Social Psychology	3	1	1965-	PsycARTICLES
57	Nature	3	1	1869-	Nature
58	Nature Genetics	3	1	1992-	Nature
59	Obstetrics and Gynecology Clinics of North America	3	1	1996-	MD Consult
60	Psychology and Health	3	1	1997-	Taylor & Francis
61	Qualitative Health Research	3	1	1991-	Sage
62	Science	3	1	1885-	Highwire - JSTOR
		664	58		

Total Citations	664
Total Citations Held	628
Percent Citations Held	95%
Total Journal Titles	62
Total Journal Titles Held	58
Percent Journal Titles Held	94%

Titles NOT held

1	American Journal on Mental Retardation; AD: American journal on intellectual and developmental disabilities	12	
2	Community Genetics; AD: Public Health Genomics 2008-	10	Karger
3	Genetic testing and molecular biomarkers	9	Liebert
4	Mental Retardation; AD: Intellectual and developmental disabilities	5	

SUPPORTING DOCUMENTS

COIPSE

Program Proposal Financial Form

Form Instructions:

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
2. When proposing a program expansion *Current Fiscal* should be entered in the first column.
3. If a program reaches maturity prior to *Fiscal Year 4*, remaining fiscal year columns must still be completed so that *Ongoing Program Funding* can be calculated.
4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.
5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.
6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.

Overview	
Institution:	University of Manitoba
Program Name:	M.Sc. In Genetic Counselling - Budget for September 2016 intake (Year 1)
Contact Information:	Dr. Louise R. Simard, Faculty of Health Sciences, College of Medicine, Department of Biochemistry & Medical Genetics; (204) 977-5689; Louise.Simard@umanitoba.ca
Date:	May 5, 2015

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr 1	(change from current year to year 1)	Budget Yr 2	(change from year 1 to year 2)	Budget Yr 3	(change from year 2 to year 3)	Budget Yr 4	(change from year 3 to year 4)	
REVENUE INFORMATION										
Tuition		\$ 36,720	\$ 36,720	\$ 73,440	\$ 36,720	\$ 73,440	\$ -	\$ 73,440	\$ -	\$ 73,440
Contribution from Institution		\$ 119,521	\$ 119,521	\$ 124,894	\$ 5,373	\$ 130,437	\$ 5,543	\$ 136,152	\$ 5,715	\$ 136,152
Other Revenue (MB Health)			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
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Total Revenue (A)	\$ -	\$ 156,241	\$ 156,241	\$ 198,334	\$ 42,093	\$ 203,877	\$ 5,543	\$ 209,592	\$ 5,715	\$ 209,592

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr 1	(change from current year to year 1)	Budget Yr 2	(change from year 1 to year 2)	Budget Yr 3	(change from year 2 to year 3)	Budget Yr 4	(change from year 3 to year 4)	
EXPENDITURE INFORMATION										
Salaries (includes 21.15% benefits)			\$ -		\$ -		\$ -		\$ -	\$ -
1.0 FTE		\$ 101,348	\$ 101,348	\$ 106,722	\$ 5,374	\$ 112,265	\$ 5,543	\$ 117,980	\$ 5,715	\$ 117,980
Program Director Stipend		\$ 18,173	\$ 18,173	\$ 18,173	\$ -	\$ 18,173	\$ -	\$ 18,173	\$ -	\$ 18,173
2 Course Coordinators (5K each)		\$ 12,115	\$ 12,115	\$ 12,115	\$ -	\$ 12,115	\$ -	\$ 12,115	\$ -	\$ 12,115
Operating Costs										
Provisional/Probationary Annual Report Fee (ABGC)		\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
Annual ABGC Membership Fee		\$ 200	\$ 200	\$ 200	\$ -	\$ 200	\$ -	\$ 200	\$ -	\$ 200
Office (telephones, mailings, etc.)		\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
External rotation Ad Hoc Fee		\$ 300	\$ 300	\$ 300	\$ -	\$ 300	\$ -	\$ 300	\$ -	\$ 300
Annual Program Retreat		\$ 500	\$ 500	\$ 500	\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ 500
Miscellaneous		\$ 2,000	\$ 2,000	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ 2,000
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			\$ -		\$ -		\$ -		\$ -	\$ -
Total Expenditures (B)	\$ -	\$ 144,636	\$ 144,636	\$ 150,010	\$ 5,374	\$ 155,553	\$ 5,543	\$ 161,268	\$ 5,715	\$ 161,268

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr 1	(change from current year to year 1)	Budget Yr 2	(change from year 1 to year 2)	Budget Yr 3	(change from year 2 to year 3)	Budget Yr 4	(change from year 3 to year 4)	
CAPITAL INFORMATION										
Major Equipment			\$ -		\$ -		\$ -		\$ -	\$ -
Renovations			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
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Total Capital (C)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Revenues less Expenditures and Capital (A-(B+C))	\$ -	\$ 11,605	\$ 11,605	\$ 48,324	\$ 36,719	\$ 48,324	\$ -	\$ 48,324	\$ -	\$ 48,324
COPSE Funding Request	\$ -	\$ (11,605)	\$ (11,605)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (11,605)



UNIVERSITY
OF MANITOBA

Faculty of
Health Sciences

College of Medicine
Office of the Dean
Room 230
745 Bannatyne Ave
Basic Medical Sciences Building
Winnipeg, MB
(204) 789-3485

May 8, 2015

Louise Simard
Professor and Department Head
Biochemistry and Medical Genetics
College of Medicine

Dear Louise:

RE: Establishment of a Master's Program in Genetic Counselling (MSc GC)

Please accept this letter of support from the College of Medicine, Faculty of Health Sciences as an agreement to my commitment to the establishment of a Master's Program in Genetic Counselling through a reallocation of baseline funding to support the 1.0 FTE Program Director position (including benefits & levy).

The College of Medicine has also committed funding from Manitoba Health Healthy Living and Seniors (MHLS) to cover any excess costs that will not be covered by our share of tuition revenue.

I have also reviewed and am in agreement with the revised budget proposal showing the anticipated revenues and expenses over the next six years.

Thank you.

Sincerely,

Dr. Brian Postl
Dean and Vice-Provost
Faculty of Health Sciences

Cc: Holly Madden, Director of Finance
Raman Dhaliwal, Director of Administration

Louise Simard

From: Kathleen Sobie
Sent: May-21-15 5:09 PM
To: Louise Simard; Holly Madden
Cc: Joanne Dyer; David Collins; Jay Doering
Subject: RE: Revised budget, M.Sc. in Genetic Counselling

Hi Louise and Holly,

The Office of the Provost has approved the proposed fee sharing arrangement at 85% of revenues. Please let us know the outcome of the SPPC meeting.

Thanks,
Kathleen



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www.umanitoba.ca

Kathleen Sobie • HB Com • CGA
University Budget Officer
Office of the Vice-President (Administration)
Room 202 Administration Building
Winnipeg, Manitoba R3T 2N2
Tel: 204-474-7309 Fax: 204-261-1318

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From: Kathleen Sobie
Sent: Wednesday, May 20, 2015 4:13 PM
To: Louise Simard; Holly Madden
Cc: Joanne Dyer (Joanne.Dyer@umanitoba.ca)
Subject: RE: Revised budget, M.Sc. in Genetic Counselling

Hi Louise and Holly,

Thank you, this is very helpful. I'll discuss this with the Provost office.

If you want to set this up as targeted tuition until the program is established, and intend on supplementing the costs with reallocated baseline, we'll need to figure out the mechanics.

As the SPPC meeting is on the 25th, I'll encourage a decision by this Friday. We can work out the details later.

Thanks,
Kathleen

Assigning Priority to New Programs/Initiatives

The following six pages is a summary document of the strategic planning retreat in the Dept of Biochemistry and Medical Genetics. This summary describes the extent to which the proposal is consistent with the existing strategic planning framework in addition to the other criteria outlined by Senate Planning and Priorities Committee.

BIOCHEMISTRY AND MEDICAL GENETICS STRATEGIC PLAN UPDATE

DEPARTMENT:	Biochemistry and Medical Genetics (BMG), Faculty of Medicine
I. INTRODUCTION: (Mission, Vision, Values)	<p>BMG, a basic science department in the Faculty of Medicine, is comprised of dedicated faculty who work closely with graduate students, post doctoral fellows, residents and clinicians to advance our understanding of complex and diverse biological processes in normal and disease states. Our research programs are conducted in a trans-disciplinary environment that captures diverse specialties and professionals.</p> <p>We are also educators: BMG offers Pre-Masters, M.Sc. and Ph.D. programs that promote excellent interdisciplinary and collaborative research among students and faculty. Basic research and translational outcomes are closely integrated. Our involvement in UMGE, PGME, and PAEP teaching provides another platform to link basic science with health care delivery.</p> <p>Our overriding mission is to optimize genetic health by bridging bench research to the bedside and beyond. Our vision is to establish a <i>Personalized Medicine Pipeline</i> that promotes interdisciplinary and collaborative research and education; this pipeline would comprise both local and outsourced expertise. We value excellence as measured by our deliverables (research funding, publications, dissemination of our successes at local, national and international meetings, training of highly qualified people, community based training of our youth, research and teaching awards at all levels, etc.).</p>
II. STRATEGIC INFLUENCES Strengths:	<p>Our faculty is involved in a range of research programs; presented are 2 strong themes that form the framework for BMG's proposed Strategic Planning.</p> <p>Gene discovery and translation: Our department has a long-standing history of identifying genes involved in genetic disorders affecting Manitobans. Recent examples include the identification of an <i>EMG1</i> gene mutation responsible for Bowen-Conradi Syndrome (BCS) in Hutterites¹. This discovery was translated into a DNA Chip that will be used to screen for genetic disorders prevalent in this population². For Chudley-McCullough Syndrome (CMS), we exploited next generation sequencing (NGS) technology through the FORGE Canada initiative to identify genes responsible for rare genetic disorders³. Both discoveries have moved to the functional genomics transgenic pipeline to establish and characterize BCS and CMS mouse models⁴. Our newly established MicroCT/Optical Imaging facility provides state-of-art equipment to fully characterize these models of human genetics disease.</p> <p>¹Collaborative effort between Drs. Barbara Triggs-Raine and Cheryl Rockman-Greenberg. ²Collaboration between Drs. Barbara Triggs-Raine and Elizabeth Spriggs. Dr. Spriggs is the director of the DNA Diagnostic Laboratory ³The Manitoba leadership for the submitted manuscript includes Drs. Teresa Zelinski and Albert Chudley ⁴Collaboration between Drs. Barbara Triggs-Raine and Hao Ding has generated 2 BCS mouse models. Dr. Ding holds a CRC Tier II chair in Genetic Modeling. Dr. Geoff Hicks functional genomics platform will undertake the creation of a CMS mouse model.</p> <p>Epigenetics in health and disease states: The phenotype of the whole organism is not governed by genes alone, but results from gene-gene and gene-environment interactions. Our department has a long-standing track record of excellence in the field of epigenetics especially as relates to developmental disorders and cancer. Combined with our expertise in gene discovery, epigenetics pushes us further along the continuum and provides a framework for studying environmental influences in normal and disease states.</p>

<p>II. STRATEGIC INFLUENCES cont'd</p> <p>Weaknesses: existing gaps within the themes.</p>	<p>Technologies driving gene discovery, epigenetics, and DNA diagnostics are rapidly evolving; unfortunately, there is a gap between availability of these technologies and expertise to exploit the vast amount of information generated by next generation sequencing as well as genomic and expression microarrays. Within the next five years, these technologies will become common tools for diagnosis, prognosis, best treatment practices and outcome measures in clinical trials. A ability to meet higher genetic counseling needs will be tested; thus, initiating a Master's in Genetic Counseling through our department is strategic.</p>
<p>Threats and Opportunities: significant trends (negative or positive) to be addressed, as well as strategies to address them.</p>	<p>It is clear that the technologies required to drive this "big science" require major platforms to generate the data as well as theme specific and informatics expertise to exploit this information into usable knowledge for translation into health benefits. Consequently, it will be important to develop a strategy that exploits local expertise, out-sourcing to nationwide capabilities, while at the same time investing in the training of new skill sets (bioinformatics) and technologies (medium throughput sequencing) while enhancing local expertise (research, clinical, genetic counseling etc.) so that they become accessible for research and health care delivery.</p>
<p>III. STRATEGIC PRIORITIES – ACCOMPLISHMENTS</p>	<p>1. University Strategic Planning Framework: Academic Enhancement, Student Experience, Indigenous Achievement, Outstanding Workplace Priority.</p> <p>BMG Unit Priority Statement: Faculty Recruitment was a critical BMG priority for 2011-2012 in light of two (2) retirements and one (1) resignation. Our overriding principle was to align with and expand existing research programs, meet teaching responsibilities in biochemistry and genetics at all educational levels and revitalize the department's research enterprise. Our teaching priorities are heavily related to graduate student training; however, recruitment of new graduate students is a challenge especially as most undergraduate training occurs at the Fort Garry campus.</p> <p>Performance Measure: Outcomes include evidence of integration of new recruitments into the department and faculty, establishment of BMG summer studentships to enhance capacity to recruit undergraduate students to graduate study and evidence for involvement of our faculty and students in initiatives that specifically target the inner city/aboriginal community.</p> <p>Current State: We have now had approval from VP Central to issue two letters of offer and expect that two baselines will be assigned in February 2012. A search committee has been established for the third hire, applications screened and 3 candidates short-listed. Interviews will be conducted in the Spring of 2012. For the first time in the past 5 years, we participated in the Undergraduate Student Fair at the Fort Garry campus to provide enhanced visibility. There are no existing BMG studentships. BMG has been actively involved in Community Outreach: specifically, on-going initiatives include the Professional Development Program in Learning and Leading in Biotechnology for Manitoba School Science Teachers, the Inner-City Science Centre (Niji Mahkwa School) and the Biomedical Youth Program which was run out of the Inner-City Science Centre during the summer of 2011.</p> <p>Performance targets: Three new Faculty hires in the 2011 and 2012 budget cycles. Continue BMG visibility at the Fort Garry campus, establish BMG summer studentships, and continued outreach events.</p> <p>Progress: Paperwork for 2 faculty members to be completed within the first quarter of 2012. The final Faculty hire to be completed within the 2012 budget cycle. The hiring of 2 new faculty has already resulted in enhanced "discovery" and "learning" as collaborations between faculty members have been struck and new information workshops delivered to our graduate students.</p>

**STRATEGIC PRIORITIES –
ACCOMPLISHMENTS**
(cont'd)

For the second year, BMG participated in the Undergraduate Student Fair at the Fort Garry campus. A call for summer BMG studentships was issued and applications were due Feb. 3, 2012. We received 19 applications which will be reviewed and awarded by February 29th, 2012. We expect to issue close to 10 studentships for a total of \$45K which will be expended over the summer months. Sustained outreach commitment resulted in the Dr. and Mrs. Ralph Campbell Outreach Award going to Dr. Francis Amara, our leader in this priority.

2. University Strategic Planning Framework: Academic Mission in Discovery

BMG Unit Priority Statement: Creating a culture of collaboration.

Performance Measure: Increased interaction among basic researchers and between basic and clinician scientists.

Current State: While BMG has a culture of collaboration, team building is a BMG priority.

Performance targets: Events and publications demonstrating cross pollination.

Progress: The 2nd Annual Translational Research Symposium was an excellent example of team building and featured 2 new initiatives specifically touching BMG: transdisciplinary teams targeting research in chronic lymphocytic leukemia (CLL) and fetal alcohol syndrome disorder (FASD). BMG now holds a Monthly PI meeting which is an informal seminar series that platforms research directions and innovative concept building. There has been significant progress in interfacing clinical and basic genetics research exploiting genomic technologies (for example, we have identified a potential causal gene for Ritscher Shinnel Syndrome, a collaborative effort between Drs. Alison Elliott, Teresa Zelinski and Louise Simard).

3. University Strategic Planning Framework: Institutional Infrastructure Transformation

BMG Unit Priority Statement: Revitalization of Faculty and core departmental facilities.

Performance Measure: Enhancing critical mass on the 3rd Floor of the Basic Medical Sciences Building (BSMB) and core equipment for research purposes.

Current State: Loss of faculty members to retirement has freed up laboratory space for our research enterprise. Furthermore, some of our core laboratory equipment, available to all BMSB researchers, has become seriously outdated and dangerous to use.

Performance targets: In order to achieve a critical mass for a vibrant “discovery” environment, we aim to recruit 2 new faculty members and if possible repatriate off-site researchers back to the 3rd floor of BMSB. This space needs to be refurbished to meet the needs of the new hires. Identify and replace inadequate core equipment.

Progress: Cleanup and repairs have been completed for 1 laboratory and a new faculty member has taken possession and is building up his research program. In a second laboratory, we have created an enclosed office space for a Principal Investigator we hope to repatriate and refurbishing this laboratory (no work has been done with this space for 30 years) is an on-going project. A third laboratory is currently being vacated (PI moving to the 6th Floor Regenerative Medicine Program space) and will need to be refreshed for the final Faculty recruitment we are undertaking. In addition, we have refurbished an old storage space into a “microscopy” facility. Finally, we have invested in a table top ultracentrifuge, a MilliQ Advantage Distilled Water system, A FluoroMax Imaging System and have upgraded our Audiovisual system for the departmental conference room.

IV. ENROLMENT		2010/11	2011/12 Actual	2012/13 Anticipated	Reason
	Graduate - PhD	14	16	16	Continuing students
	Graduate - Masters FT	15	15	20	2 accepted, 3 to be confirmed
	Undergraduate Enrolment - FT	-	1	-	Pre-Masters (rarely have more than 1 per every few years)
	UGCHs - Fall	28	45	36	BGEN 3020 & 4010 (6 cr hrs each)
	Other	9	6	8	PDFs; active recruitment
V. TEACHING LOADS AND GRADUATE STUDENT SUPERVISION	Academic Activity	Discipline	Standard Teaching Load – F.T. Lecturer, Assistant, Associate or Full Professor (total credit hours*)		Standard Teaching Load – F.T. Instructor 1, Instructor 2, or Senior Instructor
	Standard undergraduate and/or graduate credit hours taught per full-time academic staff member per academic year, by discipline	UGME UG Faculty Science (BGEN3020, 4010) PAEP PGME Med Ed. FGS	204 hrs 1,752 hrs 12 hrs 3 hrs 6 hrs 243 hrs <hr/> 2,220 hrs Total by BMG Faculty		Not Applicable
	Standard F.T.E. graduate student supervision (as advisory only), by discipline if applicable	Biochemistry & Medical Genetics	4,650 hrs (16 Faculty)		Not Applicable
*teaching delivered by multiple teachers per course therefore only listed total credit hours. All Faculty deliver teaching but at different loads depending on level of protected time for research.					

VI. UNIT STRATEGIC PRIORITIES	<p>1. University Strategic Planning Framework (Academic Enhancement, Student Experience)</p> <p>A) <u>Recruitment</u> of one Assistant Professor externally to enhance our capacity, especially in the area of Human Genetics. We expect that this recruitment will serve to further consolidate our research priorities, feed into a personalized medicine pipeline and enhance our ability to deliver quality teaching at all levels (undergraduate, graduate and post-graduate).</p> <p>B) <u>Review the graduate student program</u> with the objective of exploring the potential of creating a single program for the Basic Science Departments while respecting the individual needs of the various disciplines. At the end of this exercise, we expect to report on the feasibility of such a program, provide a workable outline and provide guidelines towards the consolidation of a graduate program should this be seen as adventitious to the faculty and student body. This would feed directly into our intention to “cluster” initiatives of the Health Sciences Centre, minimize the external Graduate Student Program review process and enhance the graduate student experience at the Bannatyne campus. Furthermore, we expect that this exercise will also result in curriculum renewal similar to that currently being undertaken for UGME.</p> <p>C) <u>Develop a graduate program in Genetic Counseling</u> with the objective of training highly qualified genetic counselors that could potentially remain in Manitoba and provide the necessary expertise required for Manitoba to deliver state of the art genetic services. We expect that these professionals will play a significant role in our ability to deliver personalized medicine.</p> <p>2. University Academic Mission (Discovery)</p> <p>A) <u>Develop expertise</u> in and explore state of the art <u>next generation sequencing technologies</u> for gene discovery, epigenetic profiling and biomarker identification/research & development. Biomarkers are of use in clinical trials and to determine clinical course (prognosis) and disease classification, to name a few. Areas of priority include Mendelian disorders relevant to Manitoban populations, cancer, regenerative medicine and fetal alcohol spectrum disorder.</p> <p>B) <u>Identify a BMG relevant research theme</u> by organizing a “brainstorming” workshop to explore the potential of engaging a number of faculty members within a transdisciplinary working group. Objectives include identifying a leader, creating a short and long term plan, and develop a plan for creating seed money that would allow the team to become competitive at a national level. The expectation would be that this theme would significantly feed into a “Personalized Medicine” pipeline.</p> <p>Taken together, these priorities would contribute significantly to translational research, further solidify collaboration between basic and clinician scientists and feed into our ability to cluster initiatives.</p>
VII. OUSTANDING WORKPLACE	<p>No plans in place outside those mentioned in VI.</p>

VIII. COLLABORATIVE EFFORTS	N/A
IX. RESPONSE TO POTENTIAL BUDGET REDUCTION	<p>The BMG operating budget covers baseline salaries for 19 Faculty and 2.7 Support Staff (this represents a reduction of support staff from 4.7 to 2.7 FTE's in the past 1.5 years; two support staff were funded by "soft" money). Thus, we are undergoing significant restructuring of the deliverables that we can provide our Faculty and students. To meet our recruitment objectives, we have moved the baseline salary of one support staff (2.7 FTE → 2.0 FTE) onto Manitoba Health funds so as to be able to meet our new baseline Faculty salary contributions beyond the "Faculty Mean" returned to departmental baseline budgets. We are provided \$5,300 to cover standard operating costs (for example, phones, photocopying, parking passes for instructors, student recruitment, postage etc.); however, our operating costs are estimated at \$25,600 yearly. In the absence of letting go faculty or the bare bones support staff, we are unable to submit to a 3% "baseline" reduction, or any reduction, to our basic operating budget.</p>

Report of the Senate Committee on Admission Appeals

Preamble

Since last reporting to Senate, the Committee on Admission Appeals considered revisions to the *Senate Committee on Admission Appeals Policy and Procedures*.

Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/491.html

Observations:

1. In keeping with current University practice, the Policy has been divided into two documents; the Policy and the Procedures.
2. The Policy contains definitions, notably including “Appellant”, “Respondent”, “Committee” and “Panel”.
3. The Procedures outlines the vetting process, in which a Panel determines if there is jurisdiction, standing and grounds for an appeal to proceed to a hearing.
4. The Procedures clearly states the process to be followed by the Appellant, the Respondent and the Panel throughout the appeal process. This includes deadlines, information to be submitted, hearing procedures and disposition.

Recommendation:

That Senate approves the revised Senate Committee on Admission Appeals Policy and Procedures as recommended by the Senate Committee on Admission Appeals.

Respectfully submitted,

Dr. David Mandzuk, Chair

Senate Committee on Admission Appeals

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

UNIVERSITY OF MANITOBA POLICY

Policy:	SENATE COMMITTEE ON ADMISSION APPEALS
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	Senate
Authority:	<i>The University of Manitoba Act</i>
Responsible Executive Officer:	University Secretary
Delegate:	
Contact:	Student Appeals Coordinator
Application:	Faculty Councils, School Councils, College Councils and Students

Part I Reason for Policy

- 1.1 The purpose of this Policy and related Procedures is to provide guidance to those individuals charged with determining appeals from decisions of Faculty, School or College selection admissions committees, administrative decisions affecting the admission process, decisions related to the transfer of credit policy of the Faculty/School/College and the possible granting of advance standing.
- 1.2 In addition, the purpose of this Policy and related procedures is to provide guidance to Appellants and their right of appeal to the Senate Committee on Admission Appeals.

Part II Policy Content

- 2.1 The following terms have the following defined meanings for the purpose of this Policy and its Procedures:
 - (a) **“Appellant”** - the student appealing a decision of a Faculty/School/College affecting the student’s own admission to the University.
 - (b) **“Chair”** - the Chair of the Senate Committee on Admission Appeals or the Chair of a Panel of the Senate Committee on Admission Appeals.

- (c) **“Committee”** - the Senate Committee on Admission Appeals.
- (d) **“Panel”** - members of the Senate Committee on Admission Appeals convened for the purpose of:
 - (i) determining its jurisdiction;
 - (ii) determining whether there are grounds of appeal;
 - (iii) or hearing appeals.
- (e) **“Respondent”** - a representative or representatives of the Faculty/School/College designated by the Dean/Director to represent the Faculty/School/College in relation to an appeal.
- (f) **“Faculty/School/College”** - the Faculty Council, School Council, College Council or appeal body whose decision is being appealed.

2.2 For the purpose of this Policy, and related procedures:

- (a) the Extended Education Division and/or University 1 shall be considered a Faculty/School/College;
- (b) the Colleges/Schools within the Faculty of Health Sciences listed below shall be the lower level decision making body, and shall be considered individual Faculties:
 - (i) School of Dental Hygiene
 - (ii) College of Dentistry
 - (iii) College of Medicine
 - (iv) College of Nursing
 - (v) College of Pharmacy
 - (vi) College of Rehabilitation Sciences.

Committee’s Duties

2.3 The Committee shall:

- (a) establish Panels to hear appeals as set out in the related Procedures;
- (b) determine a Chair for each Panel of the Senate Committee on Admission Appeals;
- (c) review this Policy and related Procedures periodically and, if necessary, recommend changes.

Jurisdiction to Hear Appeal

2.4 A Panel of the Committee shall hear an appeal by an Appellant against:

- (a) decisions of Faculty/School/College admission selection committees, and these only when the Appellant has sought reconsideration by the admission selection committee as set out in the Procedures, and
 - (b) administrative decisions which affect the admission process;
 - (c) decisions of Faculties/Schools/Colleges or Admissions Office personnel regarding eligibility requirements;
 - (d) decisions of Faculties/Colleges/Schools regarding granting of transfer of credit at the point of admission and the possible granting of advance standing.
- 2.5 In a dispute over the appropriate avenue of appeal at either the Faculty/School/College or University level, the President shall decide where jurisdiction lies.
- 2.6 To ensure that admission decisions are made by those within the University who have the academic or professional expertise in the discipline concerned, the Panel should be careful not to substitute its own academic judgment or standards for those in the discipline concerned.
- 2.7 The Committee shall form a Panel to hear an appeal from the same Appellant against the same decision only once.
- 2.8 The decision of a Panel is final and binding, without further right of appeal.

Committee Membership

- 2.9 The composition of the Committee shall be:
- (a) one member holding academic appointment in the University appointed as Chair of the Committee for a three year term by the Senate Executive Committee;
 - (b) one member holding academic appointment in the University appointed as Vice-Chair of the Committee for a three year term by the Senate Executive Committee. The Vice-Chair shall not be from the same Faculty/School/College as the Chair;
 - (i) the Chair and Vice-Chair shall not be members of a Faculty/School/College admission selection committee;
 - (c) eight members with broad representation across Faculties/Schools/Colleges holding academic appointments in the University, nominated by the Senate Committee on Nominations and appointed by Senate;
 - (d) the President of UMSU (or designate);
 - (e) two Students nominated by the Senate Committee on Nominations and appointed by Senate;
 - (f) the Director of Admissions (ex-officio) (non-voting).
- 2.10 Committee members will not be on a Panel that is hearing an appeal from their own Faculty/School/College, with the understanding that a member of a professional college in the Faculty of Health Sciences may hear an appeal from one of the other professional colleges.

- 2.11 A quorum for a meeting of the Committee shall be one-third members of its membership including the Chair. The quorum shall consist of a minimum of fifty (50%) percent academics and at least one student.
- 2.12 If the Chair of the Committee is unable to sit for any reason, the Vice-Chair shall assume the Chair's duties. Should the Vice-Chair be unable to sit, another member of the committee shall be appointed by the Chair as an Acting Chair.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Policy is required.
- 3.2 The University Secretary is responsible for the communication, administration and interpretation of this Policy.
- 3.3 All Faculty/School/College Councils and Students are responsible for complying with this Policy.

Part IV Authority to Approve Procedures

- 4.1 The Senate may approve Procedures which are secondary to and comply with this policy.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years by the University Secretary. The next scheduled review date for this Policy is [Click here to enter a date](#).
- 5.2 In the interim, this Policy may be revised or repealed if:
 - (a) the University Secretary or Approving Body deems it necessary or desirable to do so;
 - (b) the Policy is no longer legislatively or statutorily compliant; and/or
 - (c) the Policy is now in conflict with another Governing Document.
- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
 - (a) comply with the revised Policy; or
 - (b) are in turn repealed.

Part VI
Effect on Previous Statements

- 6.1 This Policy supersedes all of the following:
- (a) The Senate Committee on Admission Appeals Policy, June 3, 1980, last revised April 5, 2000;
 - (b) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein;
 - (c) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (d) all previous Administration Governing Documents on the subject matter contained herein.

Part VII
Cross References

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Senate Committee on Admission Appeals Procedure

UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	SENATE COMMITTEE ON ADMISSION APPEALS
Parent Policy:	Senate Committee on Admission Appeals
Effective Date:	To be entered by Office of Legal Counsel
Revised Date:	To be entered by Office of Legal Counsel
Review Date:	To be entered by Office of Legal Counsel
Approving Body:	Senate
Authority:	Senate Committee on Admission Appeals
Responsible Executive Officer:	University Secretary
Delegate:	
Contact:	Student Appeals Officer
Application:	Faculty Councils, School Councils, College Councils and Students

Part I Reason for Procedure

- 1.1 To establish a process for appeal hearings, and to provide guidance to Panel members of the Senate Committee on Admission Appeals, and to the student and Faculty/School/College representatives in relation to appeal hearings.

Part II Procedural Content

- 2.1 The Senate, in approving the Procedures outlined herein, wishes to impress upon the parties appearing before the Committee that the appeal hearing is intended to be a review of the facts which bear on the issues before the Committee. Questions by the Committee members to the Appellant and to the Respondent during the course of the appeal hearing should be expected. Nothing in these Procedures should be taken, however, as relieving the Appellant of the responsibility of making a submission and presenting evidence in support of his/her appeal.
- 2.2 Prior to submitting an appeal to the Committee, the Appellant must have exhausted all procedures and appeal processes available to him/her within Faculty/School/College Councils, or their designated committees.

Initial Reconsideration

- 2.3 An Appellant wishing reconsideration of the decision of a Faculty/School/College admission selection committee shall direct his or her request in writing to the Chair of the admission selection committee within ten (10) working days from the date on the letter of decision from the admission selection committee.

Filing an Appeal

- 2.4 If an Appellant is not satisfied with the result of the reconsideration, he or she may file an appeal along with all relevant documentation in the Office of the University Secretary within ten (10) working days from the date on the letter of decision from the admission selection committee or until such time as the Chair may allow if a written request for an extension is made prior to the deadline.
- 2.5 If an Appellant files an appeal beyond the (10) working day period, the Appellant must provide written reasons for the delay. The Chair shall have the discretion to extend the deadline for filing the appeal if it is determined that there are special circumstances which justify or excuse the delay. The Chair's decision is final and not appealable.
- 2.6 The Appellant must submit all documentation that will be relied on for the appeal and must include the following:
- (a) a completed and signed Senate Committee on Admission Appeals - Appeal Form. The form is developed by the University Secretary with the advice of the Committee and is available at the Student Advocacy Office, the Office of the University Secretary and on the University of Manitoba website;
 - (b) a letter to the Chair clearly explaining the grounds for the appeal, with specific reference to Section 2.4 of the Policy: Senate Committee on Admission Appeals;
 - (c) a copy of all the documentation submitted to the last appeal level. No new documentation can be submitted at this time;
 - (d) a copy of the letter of the reconsideration decision from the Faculty/School/College admission selection committee;
 - (e) the names of any witnesses, recognizing that calling them is at the discretion of the Chair and being aware of Section 2.37 of these Procedures; and
 - (f) if the Appellant intends to have a lawyer present at the appeal hearing, the name and address of the lawyer shall be provided at the time of filing the appeal .
- 2.7 All submitted documents are considered confidential and will be subject to the provisions of The Freedom of Information and Protection of Privacy Act and The Personal Health Information Act.
- 2.8 The remedy sought of the Committee shall not differ from that requested of the last appeal level unless extraordinary circumstances are presented.

Representation of Appellant

- 2.9 The Appellant shall have the right to be accompanied by a spokesperson.
- 2.10 The spokesperson may be an advocate from the Student Advocacy Office, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the university community not receiving payment for appearing, a member of the Appellant's immediate family or a lawyer. It is the Appellant's sole responsibility to ensure:
- (a) that his/her spokesperson is familiar with the Senate Admissions Appeals Policy and Procedures;
 - (b) the adequacy of his/her representation, if any; and
 - (c) to pay for his/her own lawyer's fees, if any.
- 2.11 The Appellant also has the right to waive his or her appearance at the hearing and be represented by a spokesperson. If the appellant chooses to not attend the hearing and be exclusively represented by a spokesperson, then he/she must complete a Representation Authorization Form. The Representation Authorization Form is developed by the University Secretary with the advice of the Committee and is available at the Student Advocacy Office, at the Office of the University Secretary and on the University of Manitoba website.

Panels

- 2.12 A Panel shall be convened and will review, in camera, the Appellant's submission to determine whether the Committee has jurisdiction to hear the appeal, whether the Appellant has standing, and whether there are grounds for the appeal. The Chair, at his/her discretion, may invite the parties to make submissions on the question of jurisdiction or standing. The Chair shall direct the Panel that, in its consideration, the benefit of the doubt will always be given to the Appellant:
- (a) if the Panel determines that there is no jurisdiction to hear the appeal, and/or the Appellant has no standing, and/or there are insufficient grounds to consider an appeal, the file shall be closed, the appeal will be deemed dismissed and the Appellant and the Respondent will be informed by letter;
 - (b) if the Panel determines that there is jurisdiction to hear the appeal, the Appellant has standing, and there are sufficient grounds, the process shall continue.
- 2.13 The Panel shall be prepared to convene as quickly as possible in those cases that require prompt action and, in general, shall attempt to handle all appeals with due dispatch.
- 2.14 A Panel shall consist of at least four (4) members, and shall include the Chair, one student and one academic member.
- 2.15 A quorum of the Panel shall be a minimum of four (4) members, including the Chair, ensuring at least one student and one academic member are present.

- 2.16 If a member of the Panel informs the Chair that he/she is unable to sit on an appeal for any reason and quorum is compromised, a replacement will be sought from remaining members of the Committee.
- (a) If this is an urgent matter and the Chair is unable to secure a replacement, then the Chair shall request the University Secretary to take appropriate action to fill the vacancy.
 - (b) If quorum is compromised on the day of the appeal hearing, the Chair will offer both the Appellant and the Respondent the opportunity either to waive quorum and continue with the appeal hearing or to have the hearing rescheduled as soon as possible. The appeal hearing will be rescheduled if either party so requests.
- 2.17 The Chair has the jurisdiction to determine the relevance of evidence.
- 2.18 The relevant evidence to support or uphold the appeal before the Panel will be weighed on a balance of probabilities.
- 2.19 The determination of all matters before the Panel will be decided by a simple majority.
- 2.20 The Chair will vote only in the event of a tie.
- 2.21 A member of the Panel shall be disqualified who:
- (a) is an academic member of the Faculty/School/College in which the Appellant is registered for any course; or
 - (b) is a student currently registered in any course in the Faculty/School/College in which the Appellant is currently registered for any course; or
 - (c) is an individual who was involved in an earlier stage of decision making respecting the appeal; or
 - (d) is a member of a committee which was responsible for making the decision appealed; or
 - (e) is otherwise in a conflict of interest with either the Appellant or the Respondent.
- 2.22 Where a member of a Panel is challenged by the Appellant or the Respondent on grounds such as conflict of interest, bias or malice, the remaining members of the Panel shall consider the merits of the challenge and determine whether or not the member is disqualified from hearing the appeal. Should a challenge result in a loss of quorum, the Panel shall adjourn and a subsequent hearing shall be scheduled.
- 2.23 A staff member from the Admissions Office responsible for the Appellant's file will serve as resource person. The Admissions Officer shall not have a vote.
- 2.24 A staff member of the Office of the University Secretary will serve as Recording Secretary for the meetings and appeal hearings. The Recording Secretary shall not have a vote.

Process

- 2.25 The Committee will convene a Panel. The Panel will review, in camera, the Appellant's submission to determine whether it has jurisdiction to hear the appeal, and whether there are

grounds for the appeal. The Chair of the Panel, at his/her discretion, may invite the parties to make written or oral submissions on the question of jurisdiction or standing. The Chair of the Panel shall direct the Panel that, in its consideration, the benefit of the doubt will always be given to the Appellant.

- (a) If the Panel determines that there is no jurisdiction to hear the appeal, and/or there are insufficient grounds to consider an appeal, the file shall be closed, the appeal will be deemed dismissed and the Appellant and the Respondent will be informed by letter.
 - (b) If the Panel determines that there is jurisdiction to hear the appeal and there are sufficient grounds, the process shall continue to a hearing.
- 2.26 The Office of the University Secretary shall inform the relevant Dean or Director in writing of the appeal hearing, provide the Appellant's documentation, and request a written response within ten (10) working days or until such time as the Chair of the Panel may allow if a written request for an extension is made prior to the deadline.
- 2.27 The Chair of the Panel shall have the discretion to extend the deadline for filing the response if it is determined that there are special circumstances which justify or excuse the delay. The Chair's decision is final and not appealable.
- 2.28 The Faculty/School/College must submit all documentation that it, as the Respondent, will rely on for the appeal hearing. The documentation must include the following:
 - (a) a letter to the Chair clearly outlining the response to the appeal;
 - (b) a copy of the appeal documentation submitted by the Appellant to the last appeal level, unless already submitted by the Appellant;
 - (c) a copy of the documentation the Respondent relied upon to make his/her decision at the last appeal level. The Respondent cannot submit new information at this time, unless requested by the Committee;
 - (d) a recommendation on the preference of holding those parts of the appeal hearing, receiving statements from the Appellant and others in closed or open session;
 - (e) a list of the names and responsibilities of those individuals representing the Respondent at the appeal hearing;
 - (f) the names of any witnesses, recognizing that calling them is at the discretion of the Chair, and being aware of Section 2.35 (b) of these Procedures; and
 - (g) if the Respondent intends to have a lawyer present at the appeal hearing, the name and address of the lawyer shall be provided at the time of filing the response.
- 2.29 The Appellant, his/her spokesperson, if any, the Respondent and Panel members will be provided with a written notice of the appeal hearing date, place and time.
- 2.30 The Office of the University Secretary shall distribute the Appellant's submission and the Respondent's submission to the Appellant, the Respondent and the Panel at least five (5) days prior to the hearing.

- 2.31 An Appellant may withdraw his/her appeal by completing a signed Withdrawal of Appeal Form. The form is developed by the University Secretary with the advice of the Committee and is available at the Student Advocacy Office, at the Office of the University Secretary and on the University of Manitoba website.

At the Appeal Hearing

- 2.32 An Appellant who fails to attend a scheduled appeal hearing may have the appeal considered on the basis of the Appellant's written submission, the presentation of the Appellant's designated spokesperson, if any, and the verbal and written submissions made by the Respondent.
- 2.33 The Panel, in camera, shall decide whether to hear the appeal in open or closed session taking into account the preferences of both the Appellant and the Respondent. If there is any disagreement between the Appellant and the Respondent on this point, the Panel may ask both parties to present submissions or to answer questions. The Panel may, at the request of either party, or on its own initiative, decide to move from open to closed session or vice-versa at any stage in the appeal hearing.
- 2.34 If the appeal hearing is in closed session, no observers may be present in the room. If the appeal hearing is in open session, any observers present will not be allowed to contribute in any way to the proceedings. Regardless of open or closed status, no electronic or other recording devices will be permitted.
- 2.35 All Panel members, the Appellant and/or the spokesperson, if any, and the Respondent and/or the spokesperson, if any, will have standing to speak during the appeal hearing.
- 2.36 The Chair of the Panel will invite both parties to enter the hearing room and announce whether the appeal hearing is to be in closed or open session or request to hear from the parties if there is a disagreement.
- 2.37 The Chair of the Panel shall introduce all parties and outline the appeal hearing process, including the identification of all individuals with standing. The Chair shall ask both parties if they have any questions about the process involved in the appeal hearing and/or the guidelines under which the Panel operates.
- 2.38 During the appeal hearing the Chair of the Panel:
- (a) may limit oral evidence or oral submissions based on relevance, repetition or privacy ;
 - (b) will not normally permit evidence from witnesses;
 - (c) determines all questions on admissibility of evidence and the appeal hearing process;
 - (d) may allow the submission of new information by the Appellant or the Respondent only with the consent of the other party;
 - (e) may seek legal advice.
- 2.39 The appeal hearing must recess if any Panel member or individual with standing leaves the room temporarily. Either party may request a recess at any point in the appeal hearing. Such a request shall not be unreasonably denied.

2.40 The Panel may, on its own initiative, decide to call, during the appeal hearing, additional resource individuals for further clarification on any issue raised in the appeal.

2.41 The appeal hearing shall proceed as follows:

- (a) the Chair shall ask the Appellant, or his/her spokesperson, if any, to make an oral statement to the Panel. If the Appellant wishes to make such a statement it may be used to summarize, elaborate upon, or explain the Appellant's written submission;
- (b) the Chair shall invite members of the Panel to ask questions arising from the Appellant's oral statement and submitted documentation. Cross examination will not be permitted. The Respondent is allowed to ask questions for clarification pertaining to the statement through the Chair;
- (c) the Chair shall ask the Respondent, or his/her spokesperson, if any, to make an oral statement summarizing or elaborating his/her response;
- (d) the Chair shall invite members of the Panel to ask questions arising from the Respondent's oral statement and submitted documentation. Cross examination will not be permitted. The Appellant is allowed to ask questions for clarification pertaining to the statement through the Chair;
- (e) after both parties have presented their statements, Panel members may ask further questions of either party seeking clarification or additional information;
- (f) when the Panel is satisfied that it has acquired all of the necessary information, the Chair shall ask each party to make a closing statement;
- (g) after both parties have presented their closing statements, the Chair shall temporarily dismiss both parties and the Panel shall commence its deliberations, in camera;
- (h) once the Panel enters its deliberations, it shall be polled by the Chair to determine if they have sufficient information to arrive at a decision or if additional information is required;
- (i) if the Panel determines that it has received all of the necessary information to come to a decision, the Chair shall release both parties;
- (j) if the Panel determines that more information is required, the Chair will recall the parties into the hearing room. Normally, the Panel will receive the additional information through further questions posed to either the Appellant or the Respondent. However, if more detailed information is required, the Panel may reconvene at a later date, as quickly as possible, at which time both parties have the right to be present;
- (k) the Panel shall complete its deliberations and voting in camera.

Post Decision

2.42 The Chair of the Panel shall, after a decision has been made, report the results of that decision in writing to the Appellant and the Respondent, and/or their spokespersons, if any. The letter shall include either:

- (a) that there is no jurisdiction to hear the appeal, the Appellant has no standing, and/or that there are insufficient grounds to proceed to an appeal hearing; or
 - (b) a brief summary of the following:
 - (i) the facts of the appeal;
 - (ii) the issues of the appeal; and
 - (iii) brief reasons for the decision of the Panel with specific reference to Section 2.4 of the Policy: Senate Committee on Admission Appeals.
- 2.43 When an appeal is allowed, the Faculty/School/College concerned shall take such steps as necessary to ensure that the Appellant has the same right of entrance as he/she would have held if his/her original application had not been rejected.
- 2.44 The Committee will report and recommend on any changes in admission policies and procedures which should be considered as a result of the appeal.
- 2.45 All members of the Panel will keep all materials and information used for the appeal in strict confidence and, following the appeal hearing, will surrender such materials to the Recording Secretary who will arrange to have the materials destroyed in a confidential manner.
- 2.46 Files on completed cases shall be retained by the University Secretary and shall remain confidential.

Periodic Reports to Senate

- 2.47 The Chair of the Committee shall report the action taken, if any, on each appeal to Senate in such a manner as to preserve confidentiality.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of these Procedures is required.
- 3.2 The University Secretary is responsible for the communication, administration and interpretation of these Procedures.
- 3.3 The University Secretary is/are responsible for complying with these Procedures.

Part IV Review

- 4.1 Governing Document reviews shall be conducted every ten (10) years by the University Secretary. The next scheduled review date for these Procedures is [Click here to enter a date](#).

- 4.2 In the interim, these Procedures may be revised or repealed if:
- (a) the University Secretary or Approving Body deems it necessary or desirable to do so;
 - (b) the Procedure is no longer legislatively or statutorily compliant;
 - (c) these Procedures are now in conflict with another Governing Document; and/or
 - (d) the Parent Policy is revised or repealed.

Part V

Effect on Previous Statements

- 5.1 These Procedures supersede all of the following:
- (a) Senate Committee on Admission Appeals Policy (June 3, 1980);
 - (b) academic and admission Regulations and any resolutions on the subject matter contained herein;
 - (c) all previous Faculty/School/College Council Procedures stemming from the Faculty/School/College Council Bylaw;
 - (d) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (e) all previous Administration Governing Documents on the subject matter contained herein.

Part VI

Cross References

- 6.1 These Procedures should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Senate Committee on Admission Appeals Policy

Report of the Senate Committee on Admissions concerning a proposal from Enrolment Services to amend the blended entry template (2015.04.24)

Preamble

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. Enrolment Services is proposing a change to the blended entry template and to all blended entry proposals previously approved by Senate.
3. The proposal was endorsed by SCADM on April 24, 2015.

Observations:

1. The Final Report of the University 1 review committee, submitted to the Vice-President (Academic) and Provost on May 17, 2010 recommended that Faculties be permitted to establish blended entry options, similar to the existing Faculty of Engineering model. In addition to University 1, well-prepared high school students would have the opportunity to apply for admission to other programs that choose to offer a direct entry option.
2. In September, 2010, Senate approved the following blended entry template for admission:
 - A. Direct Entry from high school will be based on the following criteria:
 - Average of 85% or higher in final grades in three Grade 12 S or U courses, including:
 - One credit in English (or another language);
 - Once course related to the discipline that is a normal prerequisite for registration in University 1 courses currently required for Faculty admission or for later registration in the degree program (e.g., biology for Kinesiology & Recreation Management; one of chemistry, physics, or biology for Science);
 - A third course
 - B. A minimum of 60% must be presented in each of the three courses used for direct entry admission.
 - C. Applicants must also meet the general University requirements which includes Manitoba high school graduation, with a minimum of five full credits at the Grade 12 level, in courses designated S, U, or G (General).
 - D. The Faculty must establish policy allowing a minimum number of transfer students (from University 1 and other post-secondary institutions). Well-prepared students who elect to enter University 1 and then apply for transfer should not be penalized.
3. The University of Manitoba has two established admission routes: direct entry admission where admission decisions are based on assessment of high school grades, and advanced entry admission where admission decisions are based on the assessment of post-secondary coursework (minimum 24 credit hours completed).

4. The approved blended entry template does not address applicants who have completed some post-secondary coursework, but less than 24 credit hours required for advanced entry admission. The admission decision for such applicants is made using high school grades.
5. The blended entry template was originally modelled after the direct entry admission requirements for the Faculty of Engineering. The Engineering admission requirements state that applicants who have completed less than 24 credit hours of university level coursework will be considered for direct entry admission if they meet the direct entry (route 1) admission requirements, are in good academic standing, have a minimum cumulative grade point average of 2.0 on their university level coursework, and have not exceeded 24 credit hours of previous university coursework.
6. In addition to the original blended entry proposal that was approved by Senate on October 6, 2010, the following Faculties had direct entry proposals approved:
 - I.H. Asper School of Business (approved by Senate, October 6, 2010)
 - Faculty of Agricultural and Food Sciences (approved by Senate, February 2, 2011)
 - Faculty of Human Ecology (approved by Senate, February 2, 2011)
 - Faculty of Science (approved by Senate, February 2, 2011)
 - School of Dental Hygiene (approved by Senate, February 2, 2011)
 - Faculty of the Environment, Earth, and Resources (approved by Senate, February 2, 2011)
 - Faculty of Kinesiology and Recreation Management (approved by Senate, February 2, 2011)
 - Faculty of Arts (approved by Senate, January 11, 2012)

Recommendation:

The Senate Committee on Admissions recommends that the blended entry template and all direct entry proposals previously approved by Senate be amended to include the following:

Applicants who have completed less than 24 credit hours of post-secondary level coursework will be considered for direct entry admission if they:

- *Meet the high school admission requirement.*
- *Are in good academic standing.*
- *Have a minimum cumulative grade point average of 2.0 on their university coursework, and have not exceeded 24 credit hours of previous university coursework.*

This change, if approved, would be in effect for the September 2016 intake.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

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

Report of the Senate Committee on Admissions concerning a proposal from the College of Nursing to amend its policy regarding required courses for admission (2015.05.21)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The College of Nursing is proposing an amendment to its existing policy regarding required courses for admission to the Bachelor of Nursing program to ensure transfer credit of the courses used for admission meet the first year program requirements; and to ensure currency of knowledge in all required courses.
3. The proposal was approved by the College of Nursing Council on April 28, 2015 and was endorsed by SCADM on May 21, 2015.

Observations:

1. The current policy permits required courses to be used for admission, regardless of the year that they were taken.
2. Currently, courses from external universities may meet admission requirements, but students admitted to the Bachelor of Nursing program would not be given advanced standing if the courses were completed over 10 years prior to admission.
3. The required courses for admission are the first year of the Bachelor of Nursing degree program. Students admitted to the Bachelor of Nursing program must be eligible to start year two of the program upon admission. Therefore, all required courses must also be transferrable for credit in the Bachelor of Nursing program.
4. It is important that students' knowledge be current when entering the Bachelor of Nursing program.
5. The new policy would be:
All courses used to meet admission requirements for the Bachelor of Nursing program must be transferrable for credit into the Bachelor of Nursing program. Non-Nursing courses must be completed within 10 years and Nursing courses must be completed within 5 years of admission to the College of Nursing.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to amend the College of Nursing's policy regarding required courses for admission be approved effective for the September, 2016 intake.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

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

University of Manitoba – College of Nursing

Proposed Revision to Policy – for Implementation September 2016

Required Courses for Admission and Advanced Standing – within 10 years

The College of Nursing is proposing an amendment to its existing policy regarding required courses for admission to the Bachelor of Nursing program to ensure transfer credit of the courses used for admission meet the first year program requirements; and to ensure currency of knowledge in all required courses.

Current policy:

Required courses for admission and advanced standing/transfer credit: The current policy permits required courses to be used for admission, regardless of the year that they were taken. This means that an applicant could have taken courses such as Anatomy and Physiology at the University of Manitoba many years prior to application and they would be valid for admission purposes, as well as advanced standing if the applicant is admitted to the Bachelor of Nursing program. Non-Nursing courses of any age from external universities may also be used to meet admission requirements if equivalency is known, which must be completed within 10 years of admission to the Bachelor of Nursing program. Currently, courses from external universities may meet the admission requirements, but students admitted to the Bachelor of Nursing program would not be given advanced standing if the courses were completed over 10 years prior to admission.

Nursing courses may be used to meet admission requirements but would not be used for advanced standing upon admission if completed more than 5 years prior to admission. Therefore, students may be admitted to the Bachelor of Nursing program but have to remain in year 1 to repeat courses that are not transferrable to the College of Nursing.

The College of Nursing is proposing that a 10 year limit be imposed upon the 30 credit hours of courses used to meet admission requirements, and a 5 year limit on the Nursing courses. The required courses are as follows:

BIOL 1410 Anatomy of the Human Body (3)
BIOL 1412 Physiology of the Human Body (3)
MBIO 1220 Essentials of Microbiology (3)
Science Electives (9)
Electives (12)

Any combination of the following course/subjects for a total of 12 credit hours:

- Social Sciences
- Humanities
- NURS 1280 Introduction to Nursing
- NURS 1500 Preparing for Professional Nursing Education
- NURS 2610 or KIN 2610 Health and Physical Aspects of Aging
- NURS 2650 Social Aspects of Aging

Proposed Regulation:

All courses used to meet admission requirements for the Bachelor of Nursing program must be transferrable for credit into the Bachelor of Nursing program. Non-Nursing courses must be completed within 10 years and Nursing courses must be completed within 5 years of admission to the College of Nursing.

Observations:

1. The required courses for admission are the first year of the Bachelor of Nursing program. Students admitted to the Bachelor of Nursing program must be eligible to start year 2 of the program upon admission. Therefore, all required courses must also be transferrable for credit in the Bachelor of Nursing program.
2. It is important that students' knowledge be current when entering the Bachelor of Nursing program.

April 2015

S:\Committees\Advanced Standing and Admissions Committee\Entrance Requirements\Prerequisite courses completed within 10 years April 13, 2015 – version 3

Report of the Senate Committee on Instruction and Evaluation RE: Revised Regulations concerning Academic Assessment and Progression for the B.Comm.(Hons.) Program

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm
2. At its meetings on February 12, April 14, and May 15, 2015, the Committee considered a proposal from the I.H. Asper School of Business, to revise the regulations regarding Academic Assessment, Suspension, and Reinstatement for the Bachelor of Commerce (Honours) program.

Observations:

1. The I.H. Asper School of Business is proposing changes to its Academic Assessment Rules concerning Suspension and Reinstatement in the B.Comm.(Hons.) program. The current regulation stipulates that a student will be placed on Academic Suspension for (i) exceeding 15 credit hours of failures or (ii) having a Degree Grade Point Average less than 2.00.
Under the current regulations, students assessed as “Academic Suspension – May Attempt Reinstatement” are suspended for one term, during which time they are placed on hold in the B.Comm.(Hons.) program, but remain registered as students in the I.H. Asper School of Business. Students on Academic Suspension may elect to register for courses in other faculties and schools, but the courses completed would not be applied to the students’ B.Comm.(Hons.) program. Following a one-term suspension, students enter a Reinstatement Program, which restricts registration to 3 – 9 credit hours of course work that would contribute to the B.Comm.(Hons.) program. Students have two opportunities to successfully complete the Reinstatement Program, with a minimum Term Grade Point Average of 2.00 and no failures. A student who fails two consecutive Reinstatement Programs is required to withdraw.
2. The revised regulation would specify that (i) a student who exceeds 15 credit hours of failures, with a Degree Grade Point Average of 2.00 or higher would be placed on Probation and (ii) a student with a Degree Grade Point Average less than 2.00 or who fails two consecutive Probation Programs would be required to withdraw.
Under the revised regulations, students would not be placed on Academic Suspension or be required to serve a one-term suspension. Rather, they would immediately enter a Probation Program that would have exactly the same conditions as the former Reinstatement Program, with respect to registration restrictions and minimum academic standards to be met for reinstatement to regular student status in the B.Comm.(Hons.) program.
3. The faculty is proposing changes to the Academic Assessment Rules in response to a recent increase in the number of students in the B.Comm.(Hons.) program with a Degree Grade Point Average less than 2.00, a circumstance which the faculty attributes to the recent introduction of a Direct Entry Category of Admission. The objective is to make spaces in the program that are filled by students who do not meet the minimum requirements for

progression available for qualified candidates. Under the current regulation, students whose Degree Grade Point Average falls below 2.00 remain registered in the program while on Academic Suspension and during the Reinstatement Program, although many continue to fail despite their participation in the latter remediation program. Meanwhile, many qualified Advanced Entry applicants are not admitted to the program, given the finite number of spaces in the program. The committee was informed that, in 2014, Track 1 and Track 2 Advanced Entry applicants had average Admission Grade Point Averages of 3.13 and 3.75, respectively, and that more than 800 Advanced Entry applicants with Degree Grade Point Averages between 2.00 and 3.10 were not granted admission to the B.Comm.(Hons.) program. Requiring that students withdraw if their Degree Grade Point Average falls below 2.00 would open about ten spaces in the program for eligible candidates each year.

4. The faculty is also proposing changes in response to a concern identified by SCIE, that the current practice of allowing students on Academic Suspension to complete courses in other faculties and schools but not permitting students to apply the courses toward their degree is unfair to students. The committee was concerned that the practice, in effect, results in a financial penalty that affects all students who complete courses while on suspension but may disproportionately affect international students who would elect to register for courses while on suspension, in order to maintain their student visas. In response to the committee's concerns, the Asper School of Business is proposing to replace the suspension term and Reinstatement Program with a Probation Program, as indicated in Observation 2 and outlined in the proposal.

Recommendation:

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revised Academic Assessment and Progression Rules for the Bachelor of Commerce (Honours), I.H. Asper School of Business, effective September 1, 2015.

Respectfully submitted,

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

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

MEMORANDUM

May 14, 2015

To: Shannon Coyston, Academic Specialist
c/o **SCIE**

From: Laura Bean, Undergraduate Program Manager

Subject: Undergraduate Program Revisions for the 2015-2016 Academic Year

The Asper School of Business submits the following undergraduate revisions for consideration. The motions for these revisions were passed at Faculty Council Meetings held on January 23, 2015 and revisions were considered and passed on May 8, 2015.

CHANGES APPROVED BY FACULTY COUNCIL ON MAY 8, 2015

Undergraduate Academic Assessment in the Asper School of Business

Moved by Faculty Council to approve the proposed new Academic Assessment Rules and Progression Rules and the revisions to the Suspension/Reinstatement Program and in the B.Comm.(Hons.) Program.

Reason for changes: An assessment of the number of students in Asper with a degree grade point average below 2.00 and those with more than 15 credit hours of failures triggered a proposed change in the Faculty's Undergraduate academic assessment and progression rules and the current Suspension/Reinstatement Program. The suspension component of the suspension/reinstatement program was deleted and assessment modifications were made to the Asper School of Business Academic Assessment and Progression Rules. The full proposal and rationale follows.

Asper School of Business

CURRENT CALENDAR DESCRIPTIONS OF ACADEMIC ASSESSMENT AND PROGRESSION RULES

3.10 Maximum Number of Failures

Each student in the Asper School of Business is permitted a maximum of 15 credit hours of failures. Students who exceed their limit of failures will be placed on Academic Suspension. Such students may enter the Reinstatement Program and should contact an Undergraduate Program Advisor in the Undergraduate Program Office for details.

3.13 Failure to Meet Requirements and the Suspension & Reinstatement Regulations

Failure to meet the requirements for graduation within the limits specified above will result in the student being placed on Academic Suspension. Such students may enter the Reinstatement Program and should contact an Undergraduate Program Advisor in the Undergraduate Program Office for details.

Students in jeopardy should carefully monitor their first term results since they will be withdrawn from all second term Business courses if suspended, regardless of the date of official notification of the suspension.

Students who have been placed on Academic Suspension will only be considered for reinstatement into the Asper School of Business after the specific conditions of reinstatement have been met. Details concerning reinstatement are available from the Undergraduate Program Office.

Asper School of Business

PROPOSED CALENDAR DESCRIPTIONS OF ACADEMIC ASSESSMENT AND PROGRESSION RULES

3.10 Probation Regulations

Maximum Number of Failures

Each student in the Asper School of Business is permitted a maximum of 15 credit hours of failures. If a student has more than 15 credit hours of failed courses and a degree grade point average (DGPA) of 2.00 or higher, the student will be placed on Probation and have a formal academic assessment of "On Probation" automatically placed on their academic record. Such students will be subject to the course load and performance requirements of the Probation Program.

Details and procedures concerning the Probation Program are available from the Undergraduate Program Office or See {insert URL on Asper Website if approved}.

Probation Program

Students in academic jeopardy should carefully monitor each term's academic results. Students placed on Probation, will immediately be placed on "hold" in the Asper School

of Business and have a formal academic assessment of “On Probation” added to their transcript.

Students who have been placed on Probation must process all registration through an Asper Program Advisor and will only be reinstated to regular student status in the Asper School of Business if all the specific conditions of the Probation Program have been met, including having met a minimum DGPA of 2.00.

If a student successfully completes the Probation Program, their student status is automatically reinstated to regular student status.

A student who fails the first Probation Program is permitted to enter a second Probation Program.

A student who successfully completes the Probation Program and who later fails an additional course in a subsequent term will immediately be placed on Probation again and be permitted another opportunity to enter the Probation Program.

Students are permitted a maximum of 2 consecutive attempts in the Probation Program. If a student fails the second consecutive Probation Program, the student will automatically have an academic assessment of “Required to Withdraw from Faculty” (WF) placed on their academic record. (See section 3.13 Required to Withdraw from Bachelor of Commerce (Honours) Program.)

Details and procedures concerning the Probation Program are available from the Undergraduate Program Office or See {insert URL on Asper Website if approved}.

3.13 Failure to Meet Graduation Requirements and the Suspension & Reinstatement Regulations

This current section in the calendar will be deleted and replaced with the new proposal below. (The calendar section may have to be re-numbered if the committee would like the sections to appear consecutively).

3.13 Required to Withdraw (WF) from the Bachelor of Commerce (Honours) Program

All students admitted in September 2015 and thereafter, in the I. H. Asper School of Business will have a formal academic assessment once they have completed 24 or more credit hours of coursework. After that point a student will have a formal academic assessment at the end of every Fall, Winter and Summer term.

At any point of formal academic assessment, if a student i) has a degree grade point average (DGPA) of less than 2.00 or ii) fails a second consecutive Probation Program, they will be required to withdraw from the Asper School of Business. A student in this situation will automatically have an academic assessment of “Required to Withdraw from Faculty” (WF) placed on their academic record.

Such a student will cease to be a student in the Asper School of Business but may apply for admission to another Faculty according to the rules of that unit. If such a student desires to gain entry back to the Asper School of Business, they must re-apply for admission and will have to meet the requirements for admission at the time of the new application.

RATIONALE

The Asper School of Business is a professional faculty with competitive entrance, a limited quota of admissions annually, and a time limit to complete the degree.

Since the Asper School of Business has adopted the practice of allowing admission directly from High School, the Faculty has seen a dramatic increase in the number of students whose degree grade point average falls below 2.00. In general, these students continue to fail despite our rigorous developmental reinstatement program.

Retaining these students affects our ability to admit other high achieving students into our professional program. In Fall 2014, the Track 1 Advanced Entry admission grade point average was 3.132 and the Track 2 Advanced Entry admission grade point average was 3.75. In September 2015, the Direct Entry average is expected to exceed 85% and we are already prepared for the first competition in the Direct Entry Category. The Asper School of Business anticipates that we could admit (approximately) an additional 10 academically superior students per year with this change in academic assessment and progression rules.

Modifying the current Suspension and Reinstatement Program to a Probation Program was a result of the recommendations from Senate Committee on Instruction and Evaluation. The current suspension regulations permitted students to, upon request, be permitted to register in non-Asper courses but the student was not permitted to apply the courses to their degree program. Permitting transfer credit while on Suspension would defeat the purpose of the suspension term and with no standard of performance, it could be used as a way to circumvent the reinstatement program. Thus, in the proposed revisions, the suspension term has been eliminated allowing students to directly proceed to what will now be called a Probation Program. The Reinstatement Program has been renamed to a Probation Program to make it clear to students that their academic status in the degree program is subject to improvement or they will be withdrawn from the Faculty.

CURRENT PROCESS DOCUMENT

ASPER SCHOOL OF BUSINESS, FACULTY OF MANAGEMENT **REGULATIONS REGARDING ACADEMIC SUSPENSION AND REINSTATEMENT** **FOR STUDENTS ADMITTED IN SEPTEMBER 2010 AND THEREAFTER**

A student will be placed on Academic Suspension and required to withdraw from the Bachelor of Commerce (Honours) program in the Asper School of Business for either of the following reasons:

1) exceeding 15 credit hours of failures; 2) falling below a 2.00 degree grade point average (DGPA).

A student who is placed on Academic Suspension will be immediately withdrawn from the degree program in the Asper School of Business. A student in this situation will have an academic assessment of “Academic Suspension – May Attempt Reinstatement” and can remain a student registered in the Asper School of Business (on “Hold”) but will not be permitted to register for courses in or that contribute to Bachelor of Commerce (Honours) degree for one term. After a one-term suspension, the student will then proceed to the Reinstatement Program. All registrations from students in the Suspension/Reinstatement program will be processed by the Undergraduate Program Office.

If a student chooses to take courses during their suspension term, the courses will not be applied to their Bachelor of Commerce (Honours) degree program. Students on suspension are encouraged to take the term off to re-evaluate their academic and personal circumstances.

The earliest the student would be eligible to re-enter the Asper School of Business with regular academic standing (i.e. “Faculty Minimum Met” and no “Hold” status) would be following the successful completion of a reinstatement program as outlined below. The student’s time limit for the completion of all degree requirements will be extended by the time lost while on suspension but in any case not to exceed 12 months for any and all suspensions. Courses taken while in the reinstatement program will be applied to a student’s Asper degree.

While on the term of suspension, a student may choose to exit the Asper School of Business and apply to another Faculty; admission would be at the discretion of that unit. If a student chose to do this and then wanted to come back to the Asper School of Business, they would have to re-apply for admission to the Asper School of Business and if re-admitted, any courses taken on the term of suspension would not be transferred to the student’s program.

CONDITIONS FOR REINSTATEMENT

1. Students who are suspended for exceeding 15 credit hours of failures or for falling below a 2.00 degree GPA are not permitted to register for courses in or that contribute to the Bachelor of Commerce (Honours) degree for one term (i.e. one Fall, Winter, or Summer Term) immediately following a suspension assessment. After one term of suspension, the following conditions apply for reinstatement:
 - a. During the first term of reinstatement, the student will be limited to 3-9 credit hours and must achieve a minimum Term GPA of 2.00, with no failures.
 - b. If the student successfully completes the first term of reinstatement, during the second term of reinstatement the student will be limited to 3-9 credit hours and must achieve a minimum Term GPA of 2.00, with no failures.

- c. The courses permitted during these two reinstatement terms must apply to the student's B.Comm.(Hons.) degree program and will be applied to and contribute to the B.Comm.(Hons.) degree.
 - d. All registrations for students in the reinstatement program must be processed through the Undergraduate Program Office.
2. Every student in the reinstatement program will be assigned an academic status of "on hold" and must register (or make any registration revisions) for all courses through the Undergraduate Program Office. The Undergraduate Program Office will assist the student with the selection of courses mindful of all academic and program requirements. Furthermore, the student will get a reminder of the support systems within the University available to students (this information is also included in the letter students receive when apprised of their academic status). Every student, once they meet with the assigned Program Advisor, will be given the opportunity to fill out an "Academic Needs Self-Assessment" survey. This will assist the student in becoming more self-aware of potential obstacles to their academic success.
3. Students who fail to meet the prescribed minimum academic standard of the reinstatement program (failure of a course or failure to attain the minimum required Term GPA of 2.00 in any reinstatement term) will be required to re-enter the reinstatement program, starting with a one-term suspension from all courses contributing to the B.Comm. (Hons.) degree as stated in item 1.
4. If, within a second reinstatement program, a student fails any course or fails to attain the minimum required Term GPA of 2.00, s/he will have failed the second attempt at reinstatement. If the student still wants to enter another reinstatement program, s/he will have to appeal to the Undergraduate Program Committee for permission to enter a third reinstatement program. If the appeal is granted, the conditions for reinstatement remain as specified in this policy, with the possibility of additional requirements. Only documented medical or compassionate grounds will be considered valid reasons to appeal for a third reinstatement attempt.
5. Students who are suspended following their expected graduating term may appeal to the Undergraduate Program Manager to proceed with items 1a and 1b without the suspension of one term. The requirement for a minimum 2.00 Term GPA, with no failures, on all course work attempted while in the reinstatement program will apply (as per point 1). If the Undergraduate Program Manager denies the appeal, then the student may take the appeal to the Undergraduate Program Committee.
6. Courses previously taken successfully may not be repeated as part of the reinstatement program.
7. Subject to compliance with any VW policies or regulations, students are permitted to voluntarily withdraw from courses taken as part of the reinstatement program, provided they withdraw by the published voluntary withdrawal deadline date. Any registration changes would be processed through the Undergraduate Program Office.
8. Upon successful completion of these conditions, and upon request, the student will be formally reinstated and eligible to continue in the Asper School of Business with a regular student status.
9. Once reinstated, any further failures and/or NP's or an assessment of a degree GPA of less than 2.00 will result in the student being placed on a new academic suspension, and the conditions for reinstatement remain as specified in this policy.

10. The above reinstatement program is the only way a student who has been placed on academic suspension may be reinstated.

NOTES AND INTERPRETATION

1. Students suspended in January will be allowed to continue in any spanned courses (i.e. courses that span both the Fall and Winter Terms) offered by other Faculties/Schools. Each such course will comprise 3 or 6 credit hours of the reinstatement program, provided that it is needed for the B.Comm. (Hons.) degree. Therefore, the grade received in the course(s) will count in the requirement of a 2.00 Term GPA.
2. Students who are suspended because their degree grade point average is less than 2.00 are required to complete the reinstatement program described above. With the approval of the Undergraduate Program Manager, repeats/substitutions may be granted even if the student has no substitution/repeat attempts left. In that manner, the degree grade point average can be raised to the 2.00 required.

PROPOSED PROCESS DOCUMENT

ASPER SCHOOL OF BUSINESS, FACULTY OF MANAGEMENT **REGULATIONS REGARDING PROBATION** **FOR STUDENTS ADMITTED IN SEPTEMBER 2015 AND THEREAFTER**

A student will be placed on Probation if they have exceeded 15 credit hours of failures but still have a degree grade point average (DGPA) of 2.00 or higher.

A student who is placed on Probation will immediately be placed on 'hold' in the Asper School of Business. A student in this situation will have an academic assessment of "On Probation" and may directly proceed to the Probation Program. All registrations from students in the Probation Program will be processed through a Program Advisor in the Undergraduate Program Office.

The earliest the student would be eligible to re-enter the Asper School of Business with regular academic standing (i.e. "Faculty Minimum Met" and no "Hold" status) would be following the successful completion of a Probation Program as outlined below. The student's time limit for the completion of all degree requirements will be extended, if required, by the time lost while on Probation but in any case not to exceed 12 months for any and all Probations. Courses taken while in the Probation Program will be applied to a student's Asper degree.

The Probation Program comprises two consecutive terms of registration where specific course load and performance standards are required in order to clear the Probation status. If a student successfully completes the Probation Program, their student status is automatically reinstated to regular student status.

CONDITIONS OF THE PROBATION PROGRAM

1. Students who are placed on Probation are permitted to register for courses that contribute to the Bachelor of Commerce (Honours) degree but the following conditions apply:

- a. During the first term of the Probation Program, the student will be limited to 3-9 credit hours and must achieve a minimum Term GPA of 2.00, with no failures.
 - b. If the student successfully completes the first term of the Probation Program, during the second term of the program, the student will again be limited to 3-9 credit hours and must achieve a minimum Term GPA of 2.00, with no failures.
 - c. The courses permitted during these two Probation terms must apply to the student's B.Comm. (Hons.) degree program and will be applied to and contribute to the B.Comm.(Hons.) degree.
 - d. All registrations for students in the Probation Program must be processed through the Undergraduate Program Office.
2. Every student in the Probation Program will be assigned an academic status of "on hold" and must register (or make any registration revisions) for all courses through a Program Advisor in the Undergraduate Program Office. The Undergraduate Program Office will assist the student with the selection of courses mindful of all academic and program requirements. Furthermore, the student will get a reminder of the support systems within the University available to students (this information is also included in the letter students receive when apprised of their academic status). Every student, once they meet with the assigned Program Advisor, will be given the opportunity to fill out an "Academic Needs Self-Assessment" survey. This will assist the student in becoming more self-aware of potential obstacles to their academic success.
 3. Students who fail to meet the prescribed minimum academic standard of the Probation Program (failure of a course or failure to attain the minimum required Term GPA of 2.00 in any probation term) will be required to start a second Probation Program, complete the Probation Program requirements as described in item 1.
 4. If, within a second consecutive Probation Program, a student fails any course or fails to attain the minimum required Term GPA of 2.00, s/he will have failed the second attempt at Probation Program. If a student fails the second consecutive Probation Program, the student will automatically have an academic assessment of "Required to Withdraw from Faculty" (WF) placed on their academic record. At this point, if the student wants to enter a third Probation Program, s/he may appeal to the Undergraduate Program Committee for permission to enter a third Probation Program. If the appeal is granted, the conditions for Probation remain as specified in this policy, with the possibility of additional requirements. Only documented medical or compassionate grounds will be considered valid reasons to appeal to enter a third Probation Program.

If the student does not appeal or if the student's appeal to enter a third Probation Program is denied, the student will cease to be a student in the Asper School of Business but may apply for admission to another Faculty, according to the rules of that unit. If such a student desires to gain entry back to the Asper School of Business they must re-apply for admission and will have to meet the requirements for admission at the time of the new application.

5. Courses previously taken in which the student obtained a passing grade may not be repeated as part of the Probation Program.
6. Subject to compliance with any VW policies or regulations, students are permitted to voluntarily withdraw from courses taken as part of the Probation Program, provided they withdraw by the published voluntary withdrawal deadline date. Any registration changes would be processed through the Undergraduate Program Office.

7. Upon successful completion of the Probation Program conditions, the student will automatically be formally reinstated and eligible to continue in the Asper School of Business with a regular student status.
8. Once reinstated, any further failures and/or NP's will result in the student being placed on a new Probation Program, and the conditions for reinstatement remain as specified in this policy.
9. The above Probation Program is the only way a student who has been placed on Probation may be reinstated to regular student status.

NOTES AND INTERPRETATION

Students placed on Probation in January will be allowed to continue in any spanned courses (i.e. courses that span both the Fall and Winter Terms) offered by other Faculties/Schools. Each such course will comprise 3 or 6 credit hours of the Probation Program, provided that it is needed for the B.Comm. (Hons.) degree. Therefore, the grade received in the course(s) will count in the requirement of a 2.00 Term GPA.

Report of the Senate Committee on Nominations

Preamble

The terms of reference for the Senate Committee on Nominations may be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

The Committee met on May 13, 2015 to consider nominations to fill vacancies on the standing committees of Senate.

Observation

Listed below are Senate committees with vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms. Following the list is the membership list for each committee with a vacancy, including the names of the nominees, which have been highlighted.

Recommendations

The Committee recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Accommodation Appeals	Dr. Terri Ashcroft	Health Sciences	2018.05.31
	Prof. Nancy Hansen	Graduate Studies	2018.05.31
	Prof. Robert Hoppa	Arts	2018.05.31
	Prof. Zana Lutfiyya	Education	2018.05.31
	Prof. Cathy Rocke (S)*	Social Work	2018.05.31
Senate Committee on Academic Computing	Dean Stefi Baum (S)	Science	2018.05.31
	Dean Jay Doering (S)(R)**	Graduate Studies	2018.05.31
	Prof. James Gilchrist (S)	Health Sciences	2018.05.31
	Ms Christine Shaw	Libraries	2018.05.31
	Dr. Karen Smith (R)	Education	2018.05.31

Senate Committee on Academic Dress	Prof. Song Liu (R)	Human Ecology	2018.05.31
Senate Committee on Academic Freedom	Prof. Cameron Morrill (R)	Management	2018.05.31
	Dean Jeffery Taylor (S)(R)	Arts	2018.05.31
Senate Committee on Academic Review	Prof. Hope Anderson	Health Sciences	2018.05.31
	Dean Douglas Brown (S)	Kinesiology & Recreation Mgt.	2018.05.31
Senate Committee on Admissions	Dr. Jerome Cranston	Student Affairs	2018.05.31
	Prof. Sarah Teetzel (R)	Kinesiology & Recreation Mgt.	2018.05.31
	Dean Lorna Turnbull (S)	Law	2018.05.31
Senate Committee on Admission Appeals	Prof. Ryan Cardwell	Agricultural and Food Sciences	2018.05.31
	Prof. Lorna Guse	Health Sciences	2018.05.31
	Prof. Lucas Tromly	Arts	2018.05.31
Senate Committee on Appeals	Prof. Peter Blunden (S)(R)	Science	2018.05.31
	Prof. Charlotte Enns (R)	Education	2018.05.31
	Prof. Vanessa Swain (R)	Health Sciences	2018.05.31
Senate Committee on the Calendar	Prof. Oliver Botar (S)	School of Art	2018.05.31
	Prof. Philip Hultin (S)(R)	Science	2018.05.31
Senate Committee on Curriculum and Course Changes	Prof. Dean McNeill (R)	Engineering	2018.05.31
Senate Committee on Honorary Degrees	Prof. Judy Anderson (S)	Science	2018.05.31
Senate Committee on Instruction and Evaluation	Dean Emily Etcheverry (S)(R)	Health Sciences	2015.12.31
	Prof. Annemieke Farenhorst	Agricultural and Food Sciences	2018.05.31
Senate Committee on Libraries	Prof. Thomas Booth (S)(R)	Science	2018.05.31
	Prof. James Gilchrist (S)(R)	Health Sciences	2018.05.31

Senate Planning and Priorities Committee	Prof. Mark Gabbert (S)(R)	Arts	2018.05.31
	Prof. Kelley Main	Management	2018.05.31
Senate Committee on Rules and Procedures	Prof. Archie McNicol (S)(R)	Health Sciences	2018.05.31
Senate Committee on University Research	Dean Stefi Baum (S)	Science	2018.05.31
	Dean Jonathan Beddoes (S)(R)	Engineering	2018.05.31
	Prof. Gordon Fitzell (S)(R)	Music	2018.05.31
	Prof. Liqun Wang	Science	2018.05.31

* (S) indicates a member of Senate

** (R) indicates re-appointment

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON ACADEMIC ACCOMMODATION APPEALS

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Chair, appointed by the President	TBD		2018.05.31
Five members of the academic staff appointed by Senate	Dr. Terri Ashcroft	Health Sciences	2018.05.31
	Prof. Nancy Hansen	Graduate Studies	2018.05.31
	Prof. Robert Hoppa	Arts	2018.05.31
	Prof. Zana Lutfiyya	Education	2018.05.31
	Prof. Cathy Rocke	Social Work	2018.05.31
Two students appointed by Senate	TBD		2016.05.31
	TBD		2016.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC COMPUTING

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) and Provost (or designate), Chair	Dr. Mark Torchia, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Dr. James Blatz, designate		<i>Ex-officio</i>
CIO, Information Services and Technology (or designate)	Mr. Mario Lebar (Acting CIO)		<i>Ex-officio</i>
University Librarian (or designate)	Dr. Mary-Jo Romaniuk, designate Vera Keown		<i>Ex-officio</i>
Manager, Learning Management Systems	Mr. Sol Chu		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Dean Stefi Baum	Science	2018.05.31
	Dean Jay Doering	Graduate Studies	2018.05.31
Six members of the academic staff (including at least one from the Bannatyne campus)	Prof. Greg Bak	Arts	2016.05.31
	Prof. Mary Brabston	Management	2016.05.31
	Prof. Subbu Sivaramakrishnan (leave replacement for Prof. James Young)	Management (Science)	2016.05.31
	Prof. James Gilchrist	Health Sciences	2018.05.31
	Ms Christine Shaw	Libraries	2018.05.31
	Dr. Karen Smith	Education	2018.05.31
Four Students (two grads, two undergrads)	Mr. Armin Hamta	Graduate Studies	2016.05.31
	Mr. Sabbir Shuvo	Graduate Studies	2016.05.31
	Mr. Kenny Hong	University 1	2016.05.31
	Mr. Isaac Weldon	Arts	2016.05.31
Resource:	Sandi Utsunomiya	474-8174	
Resource (technical):	Gilbert Detillieux	474-8161	
Resource:	Lynette Phyfe	474-8013	
Terms of Office:	three-year terms; students = two-year terms		

SENATE COMMITTEE ON ACADEMIC DRESS

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Director, School of Art, Chair	Prof. Paul Hess	School of Art	<i>Ex-officio</i>
Head, Department of Interior Design	Prof. Lynn Chalmers	Architecture	<i>Ex-officio</i>
Registrar	Mr. Neil Marnoch		<i>Ex-officio</i>
One member of academic staff from Textile Sciences	Prof. Song Liu	Human Ecology	2018.05.31
Two students	TBD		2016.05.31
	TBD		2016.05.31
Resource:	Sandi Utsunomiya 474-8174		
Terms of Office:	three-year terms; students = one-year terms		

SENATE COMMITTEE ON ACADEMIC FREEDOM

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Five members of academic staff, at least three of whom shall be Senators. At least one of the five shall be from among those excluded from collective bargaining units.	Prof. Joanne Embree (S)	Health Sciences	2016.05.31
	Prof. Ryan Cardwell	Agricultural & Food Sciences	2017.05.31
	Prof. Richard Hechter (S)	Education	2017.05.31
	Prof. Cameron Morrill	Management	2018.05.31
	Dean Jeffery Taylor (S)	Arts	2018.05.31
Two students, at least one of whom shall be a student Senator	TBD		2016.05.31
	TBD		2016.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC REVIEW

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) & Provost (or designate), Chair	Dr. David Collins, designate		<i>Ex-officio</i>
Vice-Provost (Integrated Planning & Academic Programs)	Dr. David Collins		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Jay Doering		<i>Ex-officio</i>
Two members of Senate holding the rank of Dean of a Faculty or College, Director of a School or Head of a Department*	Prof. John Anderson (S)	Science	2016.05.31
	Dean Douglas Brown (S)	Kinesiology & Recreation Mgt.	2018.05.31
Two students who are members of Senate	TBD		2016.05.31
	TBD		2016.05.31
Three members of the academic staff, at least one of whom shall be a member of Senate*	Prof. Jared Carlberg <i>(leave replacement for Prof. Janet Morrill)</i>	Agric. and Food Sciences <i>(Management)</i>	2016.05.31
	Prof. Liqun Wang (S)	Science	2016.05.31
	Prof. Hope Anderson	Health Sciences	2018.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

* Of the committee members elected from these two categories, at least one shall be from the Bannatyne campus

SENATE COMMITTEE ON ADMISSIONS

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) (or designate), Chair	Ms Susan Gottheil, designate		<i>Ex-officio</i>
Vice-Provost (Students) (or designate)	Ms Erin Stone, designate		<i>Ex-officio</i>
Director, Enrolment Services	Mr. Jeff Adams		<i>Ex-officio</i>
Dean, Faculty of Arts (or designate)	Prof. Steve Lecce, designate		<i>Ex-officio</i>
Dean, Faculty of Science (or designate)	Prof. Ben Li, designate Prof. Peter Loewen (alternate)		<i>Ex-officio</i>
Dean, Faculty of Health Sciences (or designate)	Prof. John Perry, designate		<i>Ex-officio</i>
Two Deans of Faculties or Directors of Schools from faculties or schools other than the Faculties of Arts, Science or Health Sciences	Dean David Mandzuk	Education	2017.05.31
	Dean Lorna Turnbull	Law	2018.05.31
Six members of the academic staff, at least three shall be Senators, with no two from the same faculty or school	Prof. Gary Anderson (S)	Science	2016.05.31
	TBD (S)		2017.05.31
	Prof. Nariman Sepehri	Engineering	2017.05.31
	Prof. Derek Brewin (S)	Agricultural and Food Sciences	2017.05.31
	Dr. Jerome Cranston	Student Affairs	2018.05.31
	Prof. Sarah Teetzel	Kinesiology & Recreation Mgt	2018.05.31
Three students	TBD		2016.05.31
	TBD		2016.05.31
	TBD		2016.05.31
Deputy Minister of Education and Advanced Learning (or designate)	DECLINED		<i>Ex-officio</i>
One Counsellor from a High School to be nominated by the School Counsellors' Association of Manitoba	Mr. Peter Brass	St. John's-Ravenscourt School	2015.05.31
Resource: Amanda Ward 474-8820 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ADMISSION APPEALS

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
One member appointed by Senate Executive as Chair. One member appointed by Senate Executive as Vice-Chair. These individuals cannot be a member of a faculty/school selection committee and cannot be from the same faculty or school.	Dean David Mandzuk, Chair	Education	2018.05.31
	Prof. Brenda Hann, Vice-Chair	Science	2018.05.31
Four members of the academic staff from the Faculties of Arts, Science and Music and the School of Art. Of these, at least one each shall be from the Faculty of Arts and the Faculty of Science and at least one shall be from either the School of Art or the Faculty of Music.	Prof. Mike Domaratzki	Science	2016.05.31
	Prof. Joan Linklater	Music	2017.05.31
	Prof. Kumar Sharma	Science	2017.05.31
	Prof. Lucas Tromly	Arts	2018.05.31
Four members of the academic staff from Faculties or Schools other than the Faculties of Arts, Science or Music and the School of Art. No two shall be from the same Faculty or School.	Prof. Catherine Casey	Education	2016.05.31
	Prof. Subbu Sivaramakrishnan	Management	2017.05.31
	Prof. Ryan Cardwell	Agricultural and Food Sciences	2018.05.31
	Prof. Lorna Guse	Health Sciences	2018.05.31
Two students	TBD		2016.05.31
	TBD		2016.05.31
President of UMSU	Mr. Jeremiah Kopp		<i>Ex-officio</i>
Director (Admissions), Enrolment Services (non-voting)	Ms Erin Stone		<i>Ex-officio (non-voting)</i>
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON APPEALS

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
One academic member appointed as Chair by the Senate Executive Committee	Prof. Archie McNicol	Health Sciences	2018.05.31
One member from the elected academic members to be appointed as Vice-Chair by the Senate Executive Committee (shall not be from the same faculty or school as the Chair)	Prof. Sharon Alward	School of Art	2018.05.31
Three members from among Deans of Faculties or Colleges and Directors of Schools appointed by the President	Dean Edmund Dawe	Music	2016.05.31
	Dean Beverly O'Connell	Health Sciences	2016.05.31
	Dean Douglas Brown	Kinesiology and Rec. Management	2017.05.31
Three academic members of Senate	Prof. Sharon Alward (S) (on leave)	School of Art	2016.05.31
	Prof. Diana McMillan (S)	Health Sciences	2017.05.31
	Prof. Peter Blunden (S)	Science	2018.05.31
Four academic members	Prof. Lisa Fainstein	Law	2016.05.31
	Prof. Martin Scanlon	Agricultural & Food Sciences	2017.05.31
	Prof. Charlotte Enns	Education	2018.05.31
	Prof. Vanessa Swain	Health Sciences	2018.05.31
President of UMSU (or designate)	Mr. Jeremiah Kopp		<i>Ex-officio</i>
Four students	TBD		2016.05.31
	TBD		2016.05.31
	TBD		2016.05.31
	TBD		2016.05.31
One member appointed by Université de Saint- Boniface	Mr. Roland Saurette		2016.05.31
One student appointed by Université de Saint- Boniface	TBD		2016.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON THE CALENDAR

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Registrar	Mr. Neil Marnoch		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Jay Doering		<i>Ex-officio</i>
Chair, Senate Committee on Rules and Procedures (or designate)	Dr. Jay Doering	Graduate Studies	<i>Ex-officio</i>
Two members of the academic staff elected by and from Senate	Prof. Oliver Botar	School of Art	2018.05.31
	Prof. Philip Hultin	Science	2018.05.31
Student Senator	TBD		2016.05.31
<i>Calendar</i> editor	Ms Gloria Saindon	Registrar's Office	<i>Ex-officio (non-voting)</i>
University Secretary, Chair	Mr. Jeff Leclerc	University Secretary	<i>Ex-officio</i>
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Ms Joanne Hamilton	Health Sciences	2016.05.31
	Prof. Michele Piercey-Normore	Science	2016.05.31
	Prof. Greg Smith, Acting Chair	Arts	2016.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2017.05.31
	Prof. Jerome Cranston	Education	2017.05.31
	Prof. Bev Temple	Health Sciences	2017.05.31
	Prof. Dean McNeill	Engineering	2018.05.31
Three students	TBD		2016.05.31
	TBD		2016.05.31
	TBD		2016.05.31
One lay member of the Board of Governors	DECLINED		
Representative from the Libraries	Ms Lisa Demczuk		<i>Ex-officio</i>
Representative from Université de Saint-Boniface	Prof. Anne-Marie Bernier		<i>Ex-officio</i>
Vice-Provost (Integrated Planning and Academic Programs)	Dr. David Collins		<i>Ex-officio (non-voting)</i>
Registrar	Mr. Neil Marnoch		<i>Ex-officio (non-voting)</i>
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON HONORARY DEGREES

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Chancellor, Chair	Mr. Harvey Sector		<i>Ex-officio</i>
President, Vice-Chair	Dr. David Barnard		<i>Ex-officio</i>
President, UMSU	Mr. Jeremiah Kopp		<i>Ex-officio</i>
President, Alumni Association	Mr. Jeff Lieberman		<i>Ex-officio</i>
Four faculty members from Senate	Dean Edmund Dawe (S)	Music	2016.05.31
	Prof. Annemieke Farenhorst (S) <i>(on leave)</i>	Agricultural and Food Sciences	2016.05.31
	Prof. Arlene Young (S)	Arts	2016.05.31
	Prof. Judy Anderson (S)	Science	2018.05.31
One representative of the community-at-large to be appointed by the Chancellor	TBD		2018.05.31
Resource:	Shelley Foster	474-6165	
Terms of Office:	three-year terms		

SENATE COMMITTEE ON INSTRUCTION AND EVALUATION

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) and Provost (or designate), Chair	Dr. Janice Ristock, designate		<i>Ex-officio</i>
Seven members of the academic staff, at least one of whom shall be a Senator and one should be teaching courses in University 1. The seven shall include at least one Dean or Director, one each from Arts and Science, and at least two from other faculties/schools (one shall be from the Bannatyne Campus)	Prof. Diane Hiebert-Murphy	Social Work	2016.05.31
	Prof. Mark Lawall	Arts	2016.05.31
	Prof. Zana Lutfiyya	Education	2016.05.31
	Dr. Elena Smirnova	Science	2016.05.31
	Dean Emily Etcheverry (S)	Health Sciences	2015.12.31
	Prof. Annemieke Farenhorst	Agricultural and Food Sciences	2018.05.31
	TBD		2018.05.31
Four students, at least one graduate student	TBD		2016.05.31
	TBD		2016.05.31
	TBD		2016.05.31
	TBD		2016.05.31
UMSU President or Vice-President	Mr. Jeremiah Kopp	UMSU President	<i>Ex-officio (non-voting)</i>
Dean or Associate Dean, Graduate Studies	Dr. Todd Mondor, Associate Dean		<i>Ex-officio (non-voting)</i>
Director, Centre for the Advancement of Teaching and Learning (or designate)	Dr. Mark Torchia		<i>Ex-officio (non-voting)</i>
Registrar or Associate Registrar (or designate)	Mr. Neil Marnoch, designate Sharon Bannatyne		<i>Ex-officio (non-voting)</i>
Director, Student Advocacy (or designate)	Ms Brandy Usick, designate Ali Wood-Warren		<i>Ex-officio (non-voting)</i>
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON LIBRARIES

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) and Provost (or designate), Chair	Dr. Mary-Jo Romaniuk, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Dr. James Blatz, designate		<i>Ex-officio</i>
University Librarian (or designate)	Dr. Mary-Jo Romaniuk		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Prof. Diane Hiebert-Murphy, designate		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Dean Douglas Brown	Kinesiology and Rec. Management	2016.05.31
	Dean James Mulvale	Social Work	2017.05.31
Six academic members - at least two shall be Senators. Of the six, at least one each shall be from the Faculty of Arts, the Faculty of Science and the Bannatyne Campus	Prof. David Churchill (S)	Arts	2016.05.31
	Ms Liv Valmestad	Libraries	2016.05.31
	Prof. Vanessa Warne	Arts	2016.05.31
	Dr. Shelley Sweeney	Libraries	2017.05.31
	Prof. Thomas Booth (S)	Science	2018.05.31
	Prof. James Gilchrist (S)	Health Sciences	2018.05.31
Four students (two graduate, two undergraduate)	Ms Punam Mehta	Graduate Studies	2016.05.31
	Ms Laurie Anne Vermette	Graduate Studies	2016.05.31
	Mr. Evangel Ekine	Arts	2016.05.31
	Ms Pamela England	Science	2016.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = two-year terms			

SENATE PLANNING AND PRIORITIES COMMITTEE

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) and Provost (or designate)	Dr. David Collins, designate		<i>Ex-officio</i>
Vice-President (Administration) (or designate)	Mr. Andrew Konowalchuk, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Dr. James Blatz, designate Dr. Gary Glavin (alternate)		<i>Ex-officio</i>
Ten members of academic staff (excluding Deans, Directors and Associate/Assistant Deans or Directors), three must be members of Senate, one of whom must be from Bannatyne	Prof. Janice Dodd	Health Sciences	2016.05.31
	Prof. Judith Anderson (S)	Science	2018.05.31
	Prof. Michael Campbell (S)	Environment, Earth and Resources	2018.05.31
	Ms Ada Ducas, Chair	Libraries	2018.05.31
	Prof. Feiyue Wang	Environment, Earth and Resources	2018.05.31
	Prof. David Watt	Arts	2018.05.31
	Prof. Richard Perron	Architecture	2018.05.31
	Prof. Ahmed Shalaby	Engineering	2018.05.31
	Prof. Mark Gabbert (S)	Arts	2019.05.31
	Prof. Kelley Main	Management	2019.05.31
Three students, one graduate, one undergraduate and the President of UMSU or designate	Ms Laura Rempel	Graduate Studies	2016.05.31
	Ms Rebecca Kunzman	Arts	2016.05.31
	Mr. Jeremiah Kopp	UMSU President	2016.04.30
President	Dr. Joanne Keselman, designate		<i>Ex-officio</i>
Vice-Provost (Students)	Ms Susan Gottheil		<i>Ex-officio</i>
Resource: Shannon Coyston 474-6892 Terms of Office: four-year terms; students = two-year terms			

SENATE COMMITTEE ON RULES AND PROCEDURES

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Four members of the academic staff who, at time of appointment/re-appointment, are members of Senate	Prof. Judith Owens (S)	Arts	2016.05.31
	Prof. John Anderson (S)	Science	2017.05.31
	Dr. Jay Doering (S), Chair	Graduate Studies	2017.05.31
	Prof. Archie McNicol (S)	Health Sciences	2018.05.31
One student who, at time of appointment/re-appointment, is a member of Senate	TBD (S)		2016.05.31
Resource:	Sandi Utsunomiya 474-8174		
Terms of Office:	three-year terms; students = one-year terms		

SENATE COMMITTEE ON UNIVERSITY RESEARCH

as of June 1, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Research and International), Chair	Dr. Digvir Jayas		<i>Ex-officio</i>
President	Dr. David Barnard		<i>Ex-officio</i>
Vice-President (Academic) and Provost	Dr. Janice Ristock, designate		<i>Ex-officio</i>
Associate Vice-President (Research) Associate Vice-President (Partnerships)	Dr. Gary Glavin Dr. James Blatz		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies	Dr. Jay Doering		<i>Ex-officio</i>
Research Grants Officer	Ms Barbara Crutchley, Director, Research Services		<i>Ex-officio (non-voting)</i>
Four Deans or Directors representing a range of research activities	Dean Anthony Iacopino	Health Sciences	2016.05.31
	Dean Jeffery Taylor	Arts	2017.05.31
	Dean Stefi Baum	Science	2018.05.31
	Dean Jonathan Beddoes	Engineering	2018.05.31
Eight faculty members actively engaged in research and representing a range of research activities, at least two of whom are from the Bannatyne Campus	Prof. Lea Stirling	Arts	2016.05.31
	Prof. Martin Scanlon	Agricultural and Food Sciences	2016.05.31
	Prof. Roberta Woodgate	Health Sciences	2016.05.31
	Prof. James Davie	Health Sciences	2017.05.31
	Prof. Niigaanwewidam James Sinclair	Arts	2017.05.31
	Prof. Pawan Singal	Health Sciences	2017.05.31
	Prof. Gordon Fitzell	Music	2018.05.31
	Prof. Liqun Wang	Science	2018.05.31
Two graduate students selected by GSA	Mr. Olivier Gagne	Graduate Studies	2016.05.31
	Ms Anastasia Szykh	Graduates Studies	2016.05.31
Resource: Judith Mate 474-7952			
Terms of Office: three-year terms; students = two-year terms			

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 are in positions of responsibility or are preparing for a leadership role within their organizations. Learning will focus on how to lead well in three critical areas: leading self, leading others, and leading organizations. 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 individuals working in the public, private, and not-for-profit sectors. Leadership learning in this program is focused on leading well in three critical dimensions: leading self, leading others, leading organizations. The proposed program will consist of 6 required courses, including 4 core leadership courses and 2 foundational skills courses. All courses will be developed for online delivery, but may also be delivered face-to-face or in a blended format. Designed for current and emerging leaders, this is an innovative program that helps professionals grow and expand their leadership potential so that they may become more effective organizational leaders.

The Program will consist of the following required courses:

Delivery Format	Course Title	Course Hours
Online, blended or face-to-face	Learning for Leaders in the 21st Century: Developing Personal Leadership	30
	Excellence in Communication	30
	The Art and Practice of Team Leadership	40
	Project Management Essentials	30
	Leading Organizational Change	40
	Capstone Project: Applied Leadership Challenge	30

Number of contact hours: 200 contact hours

Number of core courses: 6

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. Marci Elliott, Executive Director, MBA Program, University of Manitoba
 Dr. Michael Benarroch, Dean, IH Asper School of Business, University of Manitoba
 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: May 19, 2015

Summary of Changes to the Formal Proposal for the Post Baccalaureate Certificate in Applied Leadership (PBCAL):

Page #	Section	Summary of revisions
1	1.4 Partners	The Asper School of Business has been added as a partner to this proposal.
2	2.1. Target Audience	The list of target markets has been revised to exclude professionals at large and include more specific target markets.
3	2.3. Market Demand	Reference to Asper's Advanced Program in Management, Leadership and Strategy has been included.
4	3.5 Program Structure	The program structure has been modified as follows: <ul style="list-style-type: none"> • The course hours have been changed to 200 hours (from 198); • Students are no longer required to attend intensive on-campus sessions if completing the program online; • Two new courses have been added. These courses provide foundational skills in communication and project management.
5	3.6 Delivery Format	The proposed delivery format has been broadened to include the option of face-to-face and blended delivery.
8	4.1 Transfer Credit Arrangements	Course exemption arrangements between PBCAL and the MBA, as well as Asper's Leadership Program and the PBCAL have been identified.
8	5.1 Teaching personnel	Emphasis on hiring UM teaching staff has been added.
9	6.1 Advisory Committee	The Asper School of Business has been added as a participant in the Advisory Committee.

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



Extended Education

Office of the Dean
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-8010
Fax (204) 474-7660
Dean_Extended@umanitoba.ca

April 20, 2015

Office of the University Secretary
312 Administration Building
Winnipeg, MB
R3T 2N2

Attention: Senate Executive Committee

Dear Committee Members:

RE: Post-Baccalaureate Certificate in Applied Leadership (PBCAL)

Attached please find the final PBCAL document to be forwarded to the Senate Executive Committee.

In response to your question 1 in your email sent April 17, 2015, the proposal was withdrawn from the Senate agenda after discussion with David Collins and Michael Benarroch in order to accommodate further consultation with Asper. There were minor changes in the final document resulting from the further consultation with Asper which were reviewed by both the Chair of Extended Education's Program Review Committee and me.

I would be pleased to answer any further queries at the upcoming meeting of the Senate Executive Committee.

Sincerely,

Gary Hepburn, PhD
Dean

Encl.

Letter of Intent to Cooperate on Post Baccalaureate Certificate in Applied Leadership

The Division of Extended Education and the I. H. Asper School of Business (the Units) agree that strategic and business opportunities would result from greater cooperation between the Units in the area of non-credit programming relating to areas in which the Asper School has existing programs and expertise. In order to maximize these opportunities, the Units will take measures to increase cooperative efforts.

With respect to the **Post Baccalaureate Certificate in Applied Leadership (PBCAL)**, the Units agree to cooperate on the delivery and management of the program. Specifically, the Units agree to:

- 1- establish a PBCAL steering committee with equal representation from the Units to govern the management of the program with a focus on maximizing its success.
- 2- refine and revise the three (3) non-core leadership courses of the PBCAL to minimize overlap and duplication with existing Leadership programs at the Asper School.
- 3- ensure, where possible, that The Division of Extended Education in consultation with the Asper School of Business provide opportunities for faculty at the Asper School to teach in the program.
- 4- ensure that educational pathways for students are maximized through enhanced laddering and articulation of programming.
- 5- Coordinate marketing efforts to avoid market confusion and overlap with existing programs at the Asper School of Business.
- 6- Market the program jointly under the banner of both Units.
- 7- create an equitable program agreement that outlines roles and responsibilities of the Units as well as revenue sharing.



Michael Benarroch
Dean
I. H. Asper School of Business



Gary Hepburn
Dean
Division of Extended Education

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 Area

Continuing and Professional Studies (formerly known as Continuing Education) developed the program and will be responsible for its delivery.

1.3 Credential type

Post Baccalaureate Certificate: As per UM taxonomy, this is defined as a stand-alone, structured program of studies consisting of non- degree credit courses equivalent to a minimum of 180 instructional course hours (average of 1.0 years).

1.3.1 Is this program new or revised?

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

1.3.2 Program description

As traditional hierarchical approaches to leadership are being replaced by more collaborative practices, the ability to engage in leadership conversations that instill trust and inspiration is of increasing importance. Developing these skills through deepened self-awareness and a comprehensive understanding of how to enact and inspire organizational change is the goal of the Post-Baccalaureate in Certificate in Applied Leadership. Designed for current and emerging leaders, this is an innovative program that helps professionals grow and expand their leadership potential so that they may become more effective organizational leaders.

1.4 Academic units that are partners to this program

Asper School of Business: Consultations have taken place to articulate transfer credit arrangements, identify a joint marketing strategy, and ensure complementarity of the PBCAL with existing programs offered by the Asper School of Business, such as the Advanced Program in Management, Leadership and Strategy.

1.5 Is the program intended to be ongoing?

The PBCAL is intended to be ongoing. A minimum of one new intake of the program will be offered annually; with sufficient market demand, two or three program intakes can be delivered in an academic year. Also being considered is the possibility of delivering customized 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. Target Audience

The PBCAL is designed for individuals who hold undergraduate degrees. It aims to target professionals who are in positions of responsibility or are preparing for leadership roles 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 are striving to hold positions of increased responsibility 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 and Professional Studies graduates
- Current list of prospects who have expressed interest in the PBCAL
- UM employees
- Employees from Continuing and Professional Studies partner organizations
- UM students and alumni with a focus on graduates from Arts and Science
- Leaders and administrators in the education and health sectors
- Indigenous agencies/organizations

2.2. The audiences' educational needs

Literature Review: At a preliminary level, research from the literature, including Conference Boards in Canada and the United States, suggests 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.”¹

Recent Research: The need for leadership and leadership learning was cemented in Dimensions Direct International Inc., (DDI)² 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.

¹ 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/>

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

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 Post Baccalaureate Certificate 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,³ 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 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.

2.3 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,

³ 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>

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.

At the University of Manitoba, the Asper School of Business' Executive Education Centre offers an intensive 10-day leadership program, the Advanced Program in Management, Leadership and Strategy. The Asper School of Business was consulted to ensure complementarity of the PBCAL with Asper's leadership program. Extended Education and the Asper School of Business agreed to:

- Implement a joint marketing strategy for the promotion of the two UM leadership programs;
- Encourage laddering between programs through transfer credit arrangements;
- Collaborate on the selection of teaching staff;
- Ensure regular communication, which will include representation of the Asper School of Business in the PBCAL's Advisory Committee.

2.4 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 length, 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 is fully online, 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 200 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 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.

2.5 Potential Supports for and barriers to participation

Supports:

1. The multimode 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 developing 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. Support exists among employers for an in-depth leadership program at the post baccalaureate level, particularly if the program has the potential to lead to advanced post-secondary credentials, such as a Master's degree.

Barriers:

1. Only students who hold an undergraduate degree can be admitted to a post-baccalaureate certificate under the current University taxonomy.

3. Design and Delivery

3.1 Program objectives and student learning objectives

PBCAL program goals and program learning outcomes are connected with five overarching and interconnected program themes: personal leadership, team leadership, learning, change, and systems thinking. In addition to leadership coursework, the program also includes two courses that provide foundational training in business communication and project management.

Please see Appendix 1

3.2 Required and elective courses/modules

Delivery	Course Title	Hours
Online, blended or face-to- face	Learning for Leaders in the 21 st Century: Developing Personal Leadership	30
	Excellence in Communications	30
	The Art and Practice of Team Leadership	40
	Project Management Essentials	30
	Leading Organizational Change	40
	Capstone Project: Applied Leadership Challenge	30

Please see Appendices 3.1 & 3.2

3.3 Minimum and maximum times for program completion

The program will take approximately 1 year to complete. Students can have up to three years from the initial start date to complete the program.

3.4 Program structure

The program consists of 200 course hours, including:

- 110 course hours of leadership training including leading self, others and organizations;
- 60 course hours of foundational training in project management and business communication;
- 30 course hours of an applied leadership challenge capstone project.

Teaching 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 regarding leadership and focus on the program's intended goals and learning outcomes. 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 the 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, 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.

The three leadership learning courses are distinct yet 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 are replicable in the workplace.

When the PBCAL is delivered online or in a blended format, the program's courses will include asynchronous online learning, synchronous interaction via webinars, 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).

3.5 Delivery format

This program will be delivered in online, classroom, and/or blended modes. All courses will be developed for complete online delivery. The online version of the courses can also be used to support a technology infused classroom-based delivery or blended delivery. The development of the courses in online mode will only serve to strengthen other modes of delivery. Decisions regarding actually delivery mode in any offering of the program and courses will be based primarily on the mode that is most appropriate and effective within a particular delivery context and will consider factors such as:

- the preferences of the students
- the location of the students
- the most advantageous business arrangement for the University

The relative efficacy of the various delivery modes will be monitored to ensure that they produce comparable experiences and results for learners.

3.6 Admission requirements

Selection criteria

- An undergraduate degree; and
- A minimum of 2 years of work experience preferably in a position of responsibility, such as supervisor, manager, leader, project or team leader is recommended, but not required.

Application requirements

- Online application form
- Application fee
- Official post-secondary transcript(s)

Selection process

Applications with all required documentation 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, as space allows.

4. Transfer credit arrangements

4.1 Transfer credit arrangements within the University of Manitoba

Upon successful completion of the PBCAL, exemption can be obtained for 13.5 credit hours towards the leadership stream of UM's MBA Program. To be eligible for exemption, students must meet the admission requirements of the MBA Program. Please see Appendix 5.

Individuals who successfully complete the Advanced Program in Management, Leadership and Strategy as well as additional reading materials and assignments provided by Continuing and Professional Studies will receive transfer credit for PBCAL Course 2: The Art and Practice of Team Leadership. To be eligible for transfer credit, students must meet the admission requirements of the PBCAL.

Discussions have taken place with Learning and Organizational Development at the University of Manitoba to explore transfer credit options for UM employees who successfully complete the UM Leaders Learning Program.

5. Resources

5.1 Required qualifications of teaching personnel

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. Academia and staff from UM are considered a primary instructional resource for the PBCAL.

5.2 Provisions for the orientation, training, and development of teaching personnel

Continuing and Professional Studies instructors will receive an orientation to the PBCAL and to the UM Learn learning environment and any online tools to be used in their courses. UM Learn 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 UM Learn support will be available to instructors through Extended Education, as required.

5.3 Library resources

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

5.4 Instructional media resources

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

5.5 Laboratory or field placement services

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

5.6 Unique University counseling and student advisory services

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

Please see Appendix 6 for budget.

6. Advisory Program Committee

6.1 Membership and representation

The PBCAL Advisory Committee will consist of the following representatives:

1. Continuing and Professional Studies Area Director (ex officio)
2. Continuing and Professional Studies, PBCAL Program Coordinator
3. PBCAL Program Consultant
4. Representative from the Asper School of Business
5. At least two external representatives representing stakeholder groups
6. One program student/graduate

6.2 Terms of reference

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

7. Student Assessment:

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

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. A student may choose to repeat the course during the next program intake.

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 virtual presentation of the project to fellow students, sponsors and other stakeholders.

8. Course and Program Evaluation

8.1 Method and frequency of course and instructor evaluations

The University's SEEQ will be used for all course components.

8.2 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 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 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 offerings register 14 – 20 new students
- Graduation rate
 - 95% of students graduate from the program
- Graduate satisfaction
 - Participants report that the program had a positive impact on their ability to do their job
 - Participants report that their employability has improved
 - Some graduates report receiving 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 four of the program
 - Program contributes to Area's net revenue

Upon completing the pilot phase, 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.

Selected References

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- Hackett, B. (1997). *The value of training in an era of intellectual capital*. New York: The Conference Board of the U.S.A.
- Kouzes, J.M. & Posner,B.Z. (1995). *The leadership challenge: How to get extraordinary things done in organizations*. San Francisco: Jossey-Bass.
- Leslie, J.B. (2009). "What you need, and don't have, when it comes to leadership talent." Centre for Creative Leadership (June).
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Appendix 1

Post Baccalaureate Certificate in Applied Leadership

Program Description

As traditional hierarchical approaches to leadership are being replaced by more collaborative practices, the ability to engage in leadership conversations that instill trust and inspiration is of increasing importance. Developing these skills through deepened self-awareness and a comprehensive understanding of how to enact and inspire organizational change is the goal of the Post-Baccalaureate Certificate in Applied Leadership. Designed for current and emerging leaders, this is an innovative program that helps professionals grow and expand their leadership potential so that they may become more effective organizational leaders.

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
1. Personal Leadership To approach one's life, work and leadership from a creative and adaptive rather than a reactive point of view; to build credibility and mutual trust.	
1.1 Personal Mastery To nurture an "inside-out" approach of leadership through the development of "personal mastery"	Learners will be able to: 1. Gain personal credibility through increased 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
1.2 Mutual Trust and Respect 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
2. Team Leadership To facilitate team development and enhance collaborative workplaces and organizational environments that foster learning	

2.1 Collaboration To foster and facilitate collaboration and team productivity	Learners will be able to: 1. Apply and adapt personal style to support effective team functioning 2. Be aware of impact on others and actively solicit feedback 3. Apply one model of team leadership in service of improved group functioning 4. Develop awareness of various team roles and be able to flexibly assume roles within a team to improve group functioning
2.2 Team Learning To facilitate “team learning”	Learners will be able to: 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.
3. Learning To build a community of evidence-based inquirers whereby learners embrace reflective practices.	
3.1 Individual Inquiry To build a community of inquiring leaders by promoting the learning skills of “action inquiry”	Learners will be able to: 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 2. Balance advocacy and inquiry 3. Shift from ‘thinking about leadership’ to ‘thinking about their thinking about’ leadership theories and practices 4. Contribute actively to creating organizational environments that support a learning community
3.2 Organizational Inquiry To promote strategic organizational inquiry for the purpose of organizational breakthrough and transformation	Learners will be able to: 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
4. Change 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. Positive Change Agents To be positive change agents in their own lives, relationships and organizations.	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 Transformational Change To understand transformational versus	Learners will be able to: 1. Be able to identify the difference between

transactional change.	<p>different types of change and select appropriate models and frameworks</p> <ol style="list-style-type: none"> 2. Identify the leadership skills needed to navigate transformational change 3. Understand the life cycle of change initiative and profound change
4.3 Organizational Change To understand organizational culture change	Learners will be able to: <ol style="list-style-type: none"> 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
5. Systems Thinking To instill a systems thinking approach and engage in systemic processes that reflect the complex interdependencies and interconnectedness within a 'whole system'	
5.1 Systems Inquiry To instill a systems thinking approach to leading in the midst of organizational complexity.	Learners will be able to: <ol style="list-style-type: none"> 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 21st century Organizations

Appendix 2

Snap-shot of Leadership Courses

Leading Self:

Course: *Learning for Leaders in the 21st Century: Developing Personal Leadership*

30 course hours

- The state of 21st Century Leadership
- The Leaders' New Work

Prerequisites: None

Leading Others:

Course: *The Art and Practice of Team Leadership*

40 course 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: *Learning for Leaders in the 21st Century: Developing Personal Leadership*

Leading Organizations:

Course: *Leading Organizational Change*

40 course hours

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

Prerequisite: *The Art and Practice of Team Leadership*

Capstone Project:

Course: *Applied Leadership Challenge*

30 course hours

- Preparation for the Applied Leadership Challenge
- Systems Thinking Approach to the Applied Leadership Challenge
- Presentation of Applied Leadership Challenge
- Submission of Final Paper

Prerequisite: *Leading Organizational Change*

Appendix 3.1

Post Baccalaureate Certificate in Applied Leadership

Required Leadership Courses

Learning for Leaders in the 21st Century: Developing Personal Leadership

Proposed Texts for Development:

Pearson, Carol S. (2012), *The Transforming Leader: New Approaches to Leadership for the Twenty-First Century*

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. 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.

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 techniques to developing others
3. Develop a teachable point of view on leadership

The Art and Practice of Team Leadership

Proposed Texts for Development:

Pearson, Carol S. (2012), *The Transforming Leader: New Approaches to Leadership for the Twenty-First Century*

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*

This course 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. Learners will develop understanding of five critical principles that promote or stand in the way of effective teamwork and team leadership. At an applied level, learners will 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 develop greater trust in groups and teams.

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 be able to flexibly assume roles within a team to improve group functioning
5. Transform relationships through the creative deployment of self, generating trust and the construction and communication of shared meaning

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.

Leading Organizational Change

Proposed Texts for Development:

Pearson, Carol S. (2012), *The Transforming Leader: New Approaches to Leadership for the Twenty-First Century*

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*

This course will explore organizations as open systems with a focus on the nature, dynamics, and challenges of leadership in the 21st century. 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.

LEARNING OUTCOMES

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. Positively influence and be influenced by others to achieve common goals
2. Apply theories and models of change to enhance outcomes
3. Identify and manage both change and transition
4. Articulate and use change theory to lead change

Transformational Change

Goal: Understand transformational versus transactional change.

Learning Outcomes:

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 navigate transformational change
3. Understand the life cycle of change initiative and profound change

Culture Change

Goal: Understanding organizational culture change

Learning Outcomes:

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

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 21st century organizations.

Capstone Project – Applied Leadership Challenge

Proposed Texts for Development:

Pearson, Carol S. (2012), *The Transforming Leader: New Approaches to Leadership for the Twenty-First Century*

This course will be an applied real-world illustration of a leadership challenge within students' respective organizations. Drawing from research, literature, and experience, this illustration will take the form of a 15-20 page evidence-based "Integrated Final Paper." It will be written in a way that systematically integrates learning from course 1 (personal leadership), course 2 (team leadership), and course 3 (organizational leadership).

Working closely with an organizational sponsor and the instructor who will act as a coach, the Applied Leadership Challenge can be viewed as learners dealing with a microcosm of organizational dynamics and challenges in organizational life. The Applied Leadership Challenge will provide students with the opportunity to practically explore

- their individual roles and capacities to influence their challenges
- prospects for influencing their respective teams and/or work environments
- the use of organizational theory and concepts for enhancing organizational leadership and change

LEARNING OUTCOMES

Learning

Goal: To practice strategic organizational inquiry for the purpose of transformation

Learning outcomes:

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

Systems Thinking

Goal: To demonstrate a systems thinking approach in the writing of the capstone project

Learning Outcomes:

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 and one's own experience of the system dynamics in order to guide practice
4. Recommend specific changes to bring about transformational change

Appendix 3.2

Post Baccalaureate Certificate in Applied Leadership

Required Foundational Courses

In addition to the PBCAL leadership courses, students are required to take the following two foundational courses. The courses help students build foundational skills that are essential for career success.

Excellence in Communication

Successful leadership depends heavily on the ability to communicate convincingly, efficiently and effectively. By successfully completing this course, students will become familiar with key strategies in effectively applying a wide range of organizational communication strategies and styles.

LEARNING OUTCOMES

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

1. Explain communication processes and principles;
2. Write clear, concise, and coherent memos, letters, and reports, which meet professional standards (correct grammar usage, punctuation, and spelling);
3. Prepare presentations for use in organizational settings;
4. Deliver effective oral presentations that inform/persuade/entertain using audio-visual aids.
5. Use effective communication strategies to resolve conflict.

Project Management Essentials

This course introduces students to the principles of successful leadership in project management, including project definition, cost, benefit analysis, planning, scheduling, group dynamics, and project completion.

LEARNING OUTCOMES

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

1. Identify principles for successful leadership in project management;
2. Distinguish between projects, programs and portfolios;
3. Prepare a project charter and scope statement;
4. Prepare project work breakdown structure, project network diagrams and project schedule;
5. Estimate project costs and prepare a project budget;
6. Identify and manage project risks;
7. Manage relationships with project team members and other stakeholders;
8. Manage project issues and changes;
9. Achieve project quality objectives and successful project outcomes.

Appendix 4

Letter of Support from Elizabeth Dafoe Library

(Please see next page.)



UNIVERSITY
OF MANITOBA

Libraries

University of Manitoba Libraries

Statement for New Programme

Faculty Extended Education

Department Continuing and
Professional Studies

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

Nicole Michaud-Oystrk
Head, Elizabeth Dafoe Library

Coordinator, Collections Management

29 November 2013 Date

Appendix 5
Verification of Exemption in Asper MBA Program

From: Marci Elliott
Sent: Monday, March 23, 2015 2:10 PM
To: Sheri Hubert
Cc: Subbu Sivaramakrishnan; Ewa Morphy
Subject: RE: PBCAL Transfer Credit

Hi Sheri,

We are offering exemption credits not transfer credits. Exemptions are dealt with directly in our offices.

Best,

Marci

From: Sheri Hubert
Sent: March-23-15 1:10 PM
To: Marci Elliott
Subject: PBCAL Transfer Credit

Hi Marci

I hope all is good with you.

Stephanie has asked me to follow up with you in regards to the Transfer credits between PBCAL and the MBA.

She needs to provide "a letter from the office with authority to approve transfer credit must confirm these arrangements."

Is this something I would receive through you or through Grad Studies?

Please let me know and I can follow up with which ever department would handle this.

Thank you

Sheri

Connect with Continuing Education<<http://linkd.in/1surgnt>> on LinkedIn [LinkedIn]
<<http://linkd.in/1surgnt>>

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[ex_ed-reach]

Appendix 6

Program Budget

New Program Delivery Budget Proposal												
	Notes			Year 1	Year 2	Year 3	Year 4	Year 5				
			#	Total	Total	Total	Total	Total				Total
		6	15	62,550	18	75,060	20	83,400	25	104,250	30	125,100
PBCAL Tuition Fee Domestic	\$695	6		0	2	11,940	5	29,850	10	59,700	10	59,700
PBCAL Tuition Fee International	\$995	6										
Admission Fee Domestic	\$100	1	15	1,500	18	1,800	20	2,000	25	2,500	30	3,000
Admission Fee International	\$300	1		0	2	600	5	1,500	10	3,000	10	3,000
Total Revenue				64,050	89,400	116,750	169,450	190,800				
Direct cost of instructional delivery												
Instructor salaries online	\$110/student; \$125/st as of 2017		6	9,900	6	13,200	6	18,750	6	26,250	6	30,000
Benefits & Pay Levy	20%			1,980		2,640		3,750		5,250		6,000
Software / License				1,000		1,000		1,000		1,000		1,000
Marketing	7%			4,484		6,258		8,173		11,862		13,356
Total direct costs				17,364	23,098	31,673	44,362	50,356				
Operating margin				64,050	66,302	85,078	125,089	140,444				
Development cost recovery												
Area Overhead and Salaries	30% revenue			19,215	26,820	35,025	50,835	57,240				
Division Overhead	20% expenses			3,473	4,620	6,335	8,872	10,071				
Net				41,362	34,862	43,718	65,381	73,133				