

Senate  
Senate Chamber  
Room E3-262 Engineering Building  
WEDNESDAY, December 5, 2018  
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  
[November 30, 2018]**

The report will be distributed to members of Senate at the meeting.  
Documentation will be available for examination by eligible members of Senate  
the day preceding the Senate meeting in the Office of the University Secretary.

### **II     ELECTION OF MEMBERS TO PRESIDENTIAL SEARCH COMMITTEE**

**1.      Report of the Senate Committee on Nominations** Page 5

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

**1.      Report of the Senate Committee on Curriculum and Course  
Changes on Course and Program Changes** Page 25

**2.      Proposed Academic Schedule for 2019 - 2020** Page 202

**3.      Proposal from the Extended Education Division for a  
Certificate in Business Analysis** Page 218

**4.      Proposal from the Faculty of Kinesiology and Recreation  
Management for a Certificate in Sport, Physical Activity and  
Recreation in the Community (SPARC)** Page 261

**5.      Report of the Faculty Council of Graduate Studies on Program,  
Curriculum and Regulation Changes RE: BFAR Statements  
for Graduate Programs from Twenty-three Departments** Page 318

**6.      Proposals from the I.H. Asper School of Business to Revise  
Articulation Agreements**

**a)      RE: University of Manitoba, Bachelor of Commerce  
(Honours) - Red River College, Diploma in Business  
Administration** Page 378

**i)      Report of the Senate Committee on  
Admissions** Page 380

**ii)     Report of the Senate Committee on  
Curriculum and Course Changes** Page 381

	b) <b>RE: University of Manitoba, Bachelor of Commerce (Honours) – Renmin University of China, International Foundation Program</b>	Page 382
	i) <b>Report of the Senate Committee on Admissions</b>	Page 384
	ii) <b>Report of the Senate Committee on Curriculum and Course Changes</b>	Page 385
<b>IV</b>	<b><u>MATTERS FORWARDED FOR INFORMATION</u></b>	
	1. <b>Report of the Senate Committee on Awards [October 25, 2018]</b>	Page 386
	2. <b>Correspondence from the Provost and Vice-President (Academic) RE: Implementation of Master of Human Rights</b>	Page 393
	3. <b>Report of the Senate Committee on Curriculum and Course Changes RE: Non-Renewal of Articulation Agreements</b>	Page 396
<b>V</b>	<b><u>REPORT OF THE PRESIDENT</u></b>	Page 398
<b>VI</b>	<b><u>QUESTION PERIOD</u></b>	
	Senators are reminded that questions shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. on the Friday preceding the meeting.	
<b>VII</b>	<b><u>CONSIDERATION OF THE MINUTES OF THE MEETING OF NOVEMBER 7, 2018</u></b>	
<b>VIII</b>	<b><u>BUSINESS ARISING FROM THE MINUTES</u></b> - none	
<b>IX</b>	<b><u>REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE</u></b>	
	1. <b>Report of the Senate Executive Committee</b>	Page 413
	2. <b>Report of the Senate Planning and Priorities Committee</b>	
	The Chair will make an oral report of the Committee's activities.	
<b>X</b>	<b><u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u></b>	
	1. <b>Proposal from University 1 to Modify University 1 Admission Requirements and Registration Requirements for the Limited Admission Category</b>	Page 415
	a) <b>Report of the Senate Committee on Admissions</b>	Page 425

b)	<b><u>Report of the Senate Committee on Curriculum and Course Changes</u></b>	Page 426
c)	<b><u>Report of the Senate Committee on Instruction and Evaluation</u></b>	Page 428
2.	<b><u>Report of the Faculty Council of Science RE: Revised Academic Regulations and Academic Calendar Content for Cooperative Education Options</u></b>	Page 430
a)	<b><u>Report of the Senate Committee on Instruction and Evaluation</u></b>	Page 442
b)	<b><u>Report of the Senate Committee on Curriculum and Course Changes</u></b>	Page 443
3.	<b><u>Reports of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes</u></b>	
a)	<b><u>RE: Revisions to the English Language Exemption List</u></b>	Page 445
b)	<b><u>RE: Department of Biochemistry and Medical Genetics</u></b>	Page 447
c)	<b><u>RE: Department of Community Health Sciences</u></b>	Page 463
d)	<b><u>RE: Department of Economics</u></b>	Page 465
e)	<b><u>RE: Department of Entomology</u></b>	Page 499
f)	<b><u>RE: Department of Human Anatomy and Cell Science</u></b>	Page 502
g)	<b><u>RE: College of Nursing</u></b>	Page 509
h)	<b><u>RE: Department of Psychology</u></b>	Page 511
i)	<b><u>RE: Department of Surgery</u></b>	Page 562
j)	<b><u>RE: Faculty of Education, Université de Saint-Boniface</u></b>	Page 566
4.	<b><u>Report of the Joint Senate Committee on Joint Master's Programs RE: Master of Public Administration, Department of Political Studies</u></b>	Page 577
5.	<b><u>Reports of the Senate Committee on Instruction and Evaluation RE: Academic Regulations, Postgraduate Medical Education Program, Max Rady College of Medicine</u></b>	Page 581
a)	<b><u>RE: Revised Policy on CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal</u></b>	Page 583

b)	<b>RE: Proposed Policy on CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal for Competency-Based Medical Education Residency Programs (RCPSC)</b>	Page 646
c)	<b>RE: Proposed Policy on CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal for Competency-Based Medical Education Residency Programs (CFPC)</b>	Page 677
6.	<b>Report of the Senate Committee on Nominations <u>[November 16, 2018]</u></b>	Page 708
XI	<b><u>ADDITIONAL BUSINESS</u></b> - none	
XII	<b><u>ADJOURNMENT</u></b>	

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





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OF MANITOBA

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## MEMORANDUM

Date: November 26, 2018  
To: Members of Senate  
From: Jeff M. Leclerc, University Secretary  
Re: **Election of Members to the Presidential Search Committee**

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In September of this year, the Board of Governors approved the composition and terms of reference for a Presidential Search Committee. The Search Committee Principles and Charter of Expectations of Members of the Search Committee are attached for your information.

The composition of the Committee includes "five members elected by Senate (to include at least one Dean or Director and one student)". This election will take place at the December 5, 2018 meeting of Senate.

The Senate Executive Committee recommends that Senate elect its representatives in a similar manner to that by which Senate elects its representatives to the Board and to the Senate Executive Committee.

The Senate Executive Committee also asked the Senate Committee on Nominations to submit candidates for election to Presidential Search Committee, with the understanding that additional nominations may be made from the floor of Senate.

Senators who wish to make a nomination should obtain the consent of the nominee to serve prior to making the nomination. Nominees should ensure that they have read the Charter of Expectations for members of the Presidential Search Committee and are aware of the commitment that being a member of the Presidential Search Committee entails.

The Board of Governors elected their 5 members to the Presidential Search Committee on November 20, 2018. A listing of these individuals is attached for your reference as well.

/su  
encs.

## **University of Manitoba 2019 Presidential Search Committee Principles**

For the appointment of the President of the University, a Presidential Search Committee for the identification of presidential candidates and a recommendation for appointment shall be established in accordance with the following principles:

### **MANAGEMENT RESOURCES & COMPENSATION COMMITTEE (MRCC)**

The University of Manitoba's Board of Governors, under *The University of Manitoba Act*, has the power to appoint the President. The Board has empowered the Management Resources & Compensation Committee (MRCC) with the responsibility to recommend the process for the selection, appointment and reappointment of the President, and to oversee the processes of the Search Committee.

### **SEARCH COMMITTEE COMPOSITION**

Noting that the average size of a Search Committee is from 10 to 21 members, it is recommended the Search Committee consist of 15 members, including the Chair.

The Committee shall be composed of:

- The Chair of the Board of Governors, as Chair
- The Chancellor, as Co-Chair
- The Chancellor-elect, who will be elected in December, 2018
- Five members elected by the Board of Governors (to include one student)
- Five members elected by the Senate (to include at least one Dean or Director and one student)
- One member appointed by the University of Manitoba Faculty Association
- The Support Staff Assessor to the Board of Governors

The University Secretary shall be the Secretary (non-voting) of the Search Committee.

A vacancy on the Search Committee may be filled at the discretion of MRCC.

A member of the Search Committee does not cease to be a member simply by virtue of ceasing to be a member of the estate from which he or she was elected or appointed.

### **TIME LINE**

The PSC will submit its recommendation to the Board of Governors no later than November 30, 2019.

### **ORIENTATION**

The Search Committee shall hold a thorough orientation session for all members of the Search Committee to establish expectations and responsibilities of the individuals on the Committee and of the Committee as a whole.

## **THE SEARCH**

The Search Committee will have overall responsibility for the recruitment and evaluation of candidates. The MRCC concluded that the Search Committee would benefit from the assistance of an executive search consultant, the approach now used at virtually all universities. The MRCC will retain such a consultant to assist the committee.

## **THE CRITERIA**

The Search Committee shall develop, in consultation with the university community, the criteria to be used in evaluating candidates and shall present the criteria to the Board for consideration and approval.

In its deliberations, the Committee shall have regard for the mission of the University and the abilities of those nominated to advance that mission. The Committee shall solicit and consider the views of the university community and major external constituencies on the type of President most likely to advance the interests of the University.

## **PROCEDURES**

Beyond the procedures outlined in this document, the Search Committee may develop its own procedures.

Other than consultations with the university and broader community, the Committee shall at all times conduct its affairs *in camera*. Members shall not disclose to anyone else any matter concerning the activities of the Committee.

The Committee shall attempt to make decisions by consensus.

For all purposes except in making a recommendation for the appointment of a President, 9 members shall constitute a quorum at any meeting of the committee. For the purpose of making a recommendation to the Board of Governors for the appointment of the President, a quorum of 12 members will be required.

The Committee shall regularly inform the Board of Governors on the progress that the Search Committee is making. The Chair of the Committee should, therefore, make a report to the Board at each Board meeting on the understanding that such reports will be made in general terms only, given the sensitivity and confidentiality of the Committee's work.

The Search Committee may establish sub-committees for any purposes it thinks appropriate except that only a quorum of the full committee may decide upon a recommendation to the Board of Governors for the appointment of a President.

## **RECOMMENDATION**

The Search Committee shall identify, after its deliberations, a candidate whom it recommends to the Board of Governors for appointment as President of the University. Only if the Board does not approve the Committee's recommendation, shall the Committee recommend a second or further candidate as may be necessary.

## **TERMS OF THE APPOINTMENT**

In consultation with a Search Consultant, and any other advisors it deems necessary, the MRCC will establish contract parameters and compensation for potential candidates. The Search Committee shall not have the responsibility of discussing contract provisions with candidates. The Chair of the Search Committee shall review these parameters with all individuals on the short list prior to interviews. The final negotiations for a contract are the responsibility of the Board Chair and Chancellor on behalf of MRCC.

## **CODE OF CONDUCT**

The Code of Conduct for Members of the Board of Governors of the University of Manitoba and the Charter of Expectations will apply to all members of the Search Committee.

## **CONFIDENTIALITY OF PROCEEDINGS**

It is a condition of membership of the Committee that its deliberations and all matters pertaining to its proceedings will be treated as being confidential.

Acceptance of membership constitutes an undertaking to adhere strictly to this condition.

Committee members, and any staff supporting the Search Committee will be required to sign an undertaking of confidentiality.

**University of Manitoba  
Presidential Search Committee  
Charter of Expectations  
2019**

## **INTRODUCTION**

Each member of the Presidential Search Committee was selected, not only for the constituency he/she represents, but, also, for the excellence she/he will bring to the deliberations. Regardless of the constituency, each member's duty is to consider the best interests of the University as a whole.

Being a member of the Presidential Search Committee entails enormous responsibility and accountability. We are being entrusted individually and collectively to contribute a broad range of skills and attributes which will enable the best outcome for the University of Manitoba.

## **EXPECTATIONS OF MEMBERS OF THE PRESIDENTIAL SEARCH COMMITTEE**

### **1) Absolute Confidentiality**

Confidentiality is mandatory. Members need to fully understand what this means, and if there is any doubt at any time about what is permissible, members must speak with the Chair before acting. All Search Committee business must be kept strictly confidential.

- External discussion with anyone, at any time, about the candidates' names or any other aspects of the Search Committee's deliberations would constitute a breach of confidentiality.
- The requirement to keep confidential all committee business extends beyond the life of the committee. Confidential information acquired as a member of the committee must never be divulged.
- Any breach of confidentiality may result in the member being removed from the committee.

### **2) Timely External Progress Updates**

Thorough and appropriate communication with the university and external community on progress will be a priority. The committee Chair will make regular reports to the Board, Senate and the university community.

The Chair will be the **official** and **only** spokesperson for the Search Committee.

### **3) Avoiding Commentary in External Settings**

In social settings and otherwise, people will be aware that one is a member of this Search Committee, and they will likely have heard of, or will speculate on, the names of potential or actual candidates who might be before the Search Committee for consideration. While listening to external advice and/or recommendations, it is critical that members do not provide their own commentary, assessment or reflections.

#### 4) Due Diligence and Reference-Checking

Members are to refrain from unauthorized or informal reference-checking/due diligence, unless they are specifically assigned the task by the Search Committee.

- Reference-checking and complete and thorough due diligence can and will be planned and executed systematically and professionally at the appropriate time.

#### 5) Value-Added Constructive Interventions

Members will be expected to add value to the Search Committee deliberations through constructive interventions and clarification, while taking care not to exert undue influence and/or dominate proceedings.

#### 6) Early Declaration of Personal Biases and Assumptions

It is quite normal that as candidates' names are put forth, members might have their own personal biases and/or assumptions based on their familiarity with the candidates. Early acknowledgement and declaration of any personal bias or assumptions to the Search Committee will be considered both honourable and professional.

Search Committee members are expected to abide by the Code of Conduct for Members of the Board of Governors of the University of Manitoba and this Charter of Expectations.

#### 7) Full Engagement by each member at all stages

It is proven that the ultimate success of search committees depends a great deal on the degree to which individual members are engaged in each stage of the process. It is critically important that each member be fully engaged in the fair, objective, and comprehensive assessment of each candidate prior to short-listing – as well for those candidates who have been short-listed.

#### 8) Constant Focus on Position Specifications and Role Profile

When assessing candidates throughout, members will be expected to constantly focus on the skills, relevant experiences and other key attributes agreed to in the Position Specifications and Role Profile developed from wide consultations.

- Experience demonstrates that committees responsible for the selection of critical leaders are more successful in deciding on the best candidate when, they **first** concentrate on, and agree to, the needs of the organization for the next 7-10 years, and **second** on matching the candidates to those specifications.

#### 9) Role of Search Consultant

During this presidential search process, the search consultant/firm (once selected) will play the role of advisor and provide support to the Search Committee, but will not diffuse the responsibility and accountability of the Committee members, which is to recommend to the Board of Governors the very best and most appropriate President.

- The Search Consultant will have their own very specific mandate, but will also be subject to this *Charter of Expectations*.

## **10) Meeting Attendance**

Attendance at all meetings is expected, unless dire circumstances prevent it. Where a committee member has missed two meetings, the Chair will discuss with the member whether or not she/he is able to attend future meetings and continue on the committee. Attendance at all the interviews is a requirement of all Search Committee members.

## **AFTER THE SEARCH**

The responsibilities of members of the Search Committee will not end once the President is appointed. Members of the Search Committee – collectively and individually – will play a vital role in ensuring his/her success. Members will be expected to provide direct and indirect support to the new President once he/she assumes office, as well as serve as ambassadors for the appointment both within the university community and beyond.

On November 20, 2018, the Board of Governors elected the following persons from amongst its members to the Presidential Search Committee:

### **Laurel Hyde**

Laurel Hyde is a member of the Board of Governors. She is an Associate Consultant with Scott Wolfe Management Inc. where she provided management consulting services to corporate clients within the agricultural industry, focusing on human resource management systems and organizational development, executive management coaching, and executive search. Her 30 years of experience also includes significant sales and marketing, communication, policy and strategic development expertise both in the private sector and in government.

Laurel graduated from the University of Manitoba with a Bachelor of Science degree in Agriculture, and has embraced a continuous learning attitude throughout her diverse career path, including involvement on several boards and within the community. Laurel represented the people of Manitoba as the lay person on the Judicial Inquiry Board for six years, was a board member of the U of M Alumni Association, and provides career counselling and mentoring to international agricultural individuals.

### **Carla Loewen**

Carla Loewen is a member of the Board of Governors. She is a member of the Mathias Colomb Cree Nation and holds a Bachelor of Education (2001), Bachelor of Arts (2003) and Master of Education (2016) from the University of Manitoba. An award-winning researcher and dedicated community leader with a passion for peer mentoring, Carla has received recognition for her efforts from the National Aboriginal Student Services Association, the Aboriginal Circle of Educators and the Graduate Students' Association, Carla's community work includes being a mentor for Big Brothers Big Sisters since 2006, a member of their Mentor Forum, and she sits on the Indigenous Programs Advisory Committee for SEED.

In her role at the University of Manitoba's Indigenous Student Centre, Carla specializes in first-year student programming and is devoted to advancing Indigenous achievement. In recognition for her campus contributions she has received an Outreach Award and two Awards of Excellence. She has worked at the Fort Garry campus since 2005 as a student advisor and her current portfolio includes managing and facilitating the Qualico Bridge to Success and Neechiwaken Indigenous Peer Mentor programs. Her years of service on campus give Carla broad experience in university administration.

### **Rafi Mohammed**

Rafi Mohammed is Vice-Chair of the Board of Governors. Rafi is a senior management executive with experience with professional associations and non-profit organizations including the Manitoba Dental Association, the Western Canadian Dental Society, the Winnipeg Dental Society, Manitoba Dental Foundation, the Canadian Society of Association Executives, and the Manitoba Horse Council.



**Jeff Taylor**

Jeff Taylor is a member of the Board of Governors. Jeff is Dean of Arts, Acting Provost of University College, and a graduate of the University of Manitoba. He serves on a range of university committees, including various subcommittees of Senate and a number of operational committees. Dr. Taylor is a Canadian historian who has written about various aspects of Canadian labour history, labour education, and learning technologies. Prior to returning to the University of Manitoba in 2011, he spent over twenty years at Athabasca University in Alberta in a variety of capacities, including Professor and Coordinator of Labour Studies and Dean of the Faculty of Humanities and Social Sciences.

**Carl Neumann (student member)**

Carl Neumann is a student member of the Board of Governors. He is currently serving his second term as President of the University of Manitoba Graduate Students' Association. He is a Master's student in the Department of Philosophy. Over the last number of years, Carl has represented graduate students through various committee roles on the Graduate Students' Association, Senate and the Board of Governors.

Carl completed his undergraduate degree in Philosophy, Ethics and Public Affairs at Carleton University. During that time, he served as a student Senator for three years and a Students' Association Council Representative for two years. Later, Carl completed his Bachelor of Education at the Ontario Institute for Studies in Education at the University of Toronto. He then worked as a substitute teacher for the Winnipeg School Division, including teaching Kindergarten to Grade 12 in both English and French. During that time, he served as an Executive-at-Large with the Winnipeg Teachers' Association, and was a member of their Council and several committees.

## Report of the Senate Committee on Nominations

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### **Preamble**

1. 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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html)

2. The Committee met on November 16, 2018 to consider nominations for election by Senate to the Presidential Search Committee.

### **Observation**

1. The composition of the Presidential Search Committee calls for “five members elected by the Senate (to include at least one Dean or Director and one student)”.
2. The Senate Executive Committee asked that the Committee submit candidates for nomination with the understanding that additional nominations may also be made from the floor of Senate.
3. In considering nominees, the Committee took into account factors such as gender balance, diversity, representation from both campuses, Indigenous representation, and experience.
4. All nominees were provided with the Presidential Search Committee Principles and the Charter of Expectations, and each candidate indicated that he/she was willing and able to serve, if elected.
5. Brief biographical descriptions of each of the nominees, as provided by the candidates, are provided on the following pages.

### **Recommendations**

The Committee recommends to Senate the following list of nominees:

<b><u>Nominee</u></b>	<b><u>Faculty/School/College</u></b>
Dr. Christopher Adams (S)*	St. Paul's College
Dean Stefi Baum (S)	Science
Dean Jonathan Beddoes (S)	Engineering and Architecture
Prof. Peter Blunden (S)	Science
Prof. Oliver Botar (S)	School of Art

Prof. Tina Chen (S)	Arts
Prof. Todd Duhamel	Kinesiology and Recreation Management
Prof. Annemieke Farenhorst (S)	Agricultural and Food Sciences
Dean Gady Jacoby (S)	Management
Prof. Cary Miller (S)	Arts
Mr. Jakob Sanderson (S)	Student member
Prof. Barbara Shay	Health Sciences
Prof. Robert Tate (S)	Health Sciences

\* (S) indicates a member of Senate

Respectfully submitted,

Professor M. Edwards, Chair  
Senate Committee on Nominations

*\*The following biographies were supplied by the candidates, and were printed as submitted.*

## **Christopher Adams**

Rector  
St. Paul's College

Christopher Adams holds two degrees from the University of Manitoba and a PhD in the Faculty of Social Sciences from Carleton University. He is in his second term as the Rector of St. Paul's College, one of the four University of Manitoba affiliated colleges. He has served on the University of Manitoba's Senate for seven years, worked on two search committees involving senior University of Manitoba posts and numerous review and promotion committees. He is the Chair of the Arthur V. Mauro Centre for Peace and Justice and serves as an occasional advisor to the National Centre on Truth and Reconciliation. Dr. Adams has a firm understanding of the provincial and federal policy process, including aspects relating to the post-secondary education sector. He regularly attends the meetings of university and college presidents hosted by Universities Canada and is the national Chair of the Association of Catholic Colleges and Universities in Canada (ACCUC). Prior to his current position at the University of Manitoba, he held senior positions in the public opinion research industry in Toronto and Winnipeg, including Goldfarb Consultants, the Angus Reid Group and Probe Research. His areas of teaching include topics on public administration, business research, and political science. He is a regular media commentator for CTV, CBC and Global on topics relating to polling and public policy. Dr. Adams is the author of *Politics in Manitoba* and chapters in numerous books and journals, including *Métis in Canada: History, Identity, Law and Politics* (which he co-edited), *The Canadian Annual Review of Politics and Public Affairs* and the *Journal of Parliamentary and Political Law*.

## **Stefi Baum**

Dean  
Professor, Physics and Astronomy  
Faculty of Science

Dr. Stefi Baum joined the University of Manitoba as the Dean of the Faculty of Science and Professor of Physics and Astronomy on October 1, 2014. She came to the University of Manitoba following ten years at the Rochester Institute of Technology (RIT) where she served as Professor and Director of the Chester F. Carlson Center for Imaging Science. The Carlson Center for Imaging Science is a highly interdisciplinary University Research and Education Center, dedicated to pushing the frontiers of imaging in all its forms and uses, with research programs in remote sensing, environmental monitoring, emergency response, sensor and detector development, vision and perception, astronomy, biomedical imaging, cultural heritage imaging, computational photography, display systems, and color science.

Dr. Baum joined RIT after serving just under two years as an American Institute of Physics Science Diplomacy Fellow at the U.S. Department of State where she worked to promote agricultural science and food security in developed and developing countries. Before that she spent 13 years at the Space Telescope Science Institute (STScI) located on the Homewood Campus of Johns Hopkins University in Baltimore. STScI is the science operations center for the Hubble Space Telescope and the next generation space telescope, the James Webb Space

Telescope (JWST). While at STScI, Dr. Baum was most recently the Head of the Engineering and Software Services Division where she led up to 140 scientists, engineers, and computer scientists responsible for the development and maintenance work for the science ground systems of HST and JWST. Earlier, she led the science operations center's development and deployment of a major astronomical instrument, the Space Telescope Imaging Spectrograph. Prior to that, she served as systems scientist on the development of the Hubble Space Telescope archive, the first fully functional pipeline and on-line archive for astronomical data.

Dr. Baum earned a BA in physics with honors from Harvard University and a PhD in astronomy from the University of Maryland. Her personal research focuses in two areas: (i) the study of activity in galaxies and its relation to galaxy evolution and (ii) the development of image processing, statistical algorithms, and calibration techniques for brain imaging for the diagnosis of mental health and learning disabilities. Dr. Baum is active in the development of new mission concepts and has published more than 200 papers in refereed journals. Dr. Baum is also active in education and public outreach and K-12 STEM Education and is committed to the engagement of youth and the public in science and mathematics. Dr. Baum and her husband, Dr. Chris O'Dea, have four adult children dispersed throughout the United States. They live with their two dogs and two cats in St. Norbert, Winnipeg. Dr. Baum is an avid gardener, hiker, cook and reader.

## **Jonathan Beddoes**

Dean

Professor, Engineering

Faculty of Engineering and Faculty of Architecture

Dr. Jonathan Beddoes is Dean of the Faculty of Engineering since 2011, and from 2015 Interim Dean, and now Dean of the Faculty of Architecture at the University of Manitoba. In these positions he has overseen: a significant increase in engineering student enrolment, a near quadrupling of coop/internship placements in Engineering and the introduction of a coop program in Architecture, and growth in the faculty complement of both Faculties, including the establishment of several new research Chairs and a joint Architecture/Engineering Indigenous Scholar. He spearheaded the development of the Stanley Pauley Centre, the IKO Construction Materials Testing Facility, the Stanley Pauley Engineering Building currently nearing construction completion, all of which rely on significant funding support via the Front and Centre campaign, and redevelopment of the studios in the Architecture2 Building. Prior to joining the University of Manitoba for eighteen years he was a faculty member in the Department of Mechanical and Aerospace Engineering at Carleton University in Ottawa, including six years as Department Chair. At Carleton University he received both the Research and Teaching Achievement Awards. He has developed and taught engineering courses at all levels from first year to graduate studies. His research has focussed on the microstructural design, processing and properties of aluminum alloys for a multitude of applications, gas turbine materials including titanium aluminides and nickel-base superalloys, and stainless steel for bone fixture applications. Before joining academia he worked at Pratt & Whitney Canada Inc., and Alcan Aluminium for ten years, including assignments in corporate research and design centres, as well as at manufacturing and product development facilities. He is the (co-)author of well over 100 research papers, patents, or technical reports, and two books on the metallurgy of stainless steel and industrial processing of engineering alloys.

## **Peter Blunden**

Professor, Department of Physics and Astronomy  
Faculty of Science

Peter Blunden has served four terms as a Faculty of Science representative on Senate since 2011. He was elected to Senate Executive in 2012, 2017, and 2018, and he has served on the Senate Appeals committee since 2012.

Peter is a former head of Physics & Astronomy (2004-09), and a former president of the Faculty Association (2000-01). He has served as an assessor on the Board of Governors (2001-02), and has participated in numerous Departmental, Faculty and University level committees, including Faculty of Science Executive (2010-16), the University Budget Advisory committee (2012-16), and the search committee for Vice-President (Academic) and Provost (2001). He has chaired the joint UM/UMFA salary anomalies committee since 2005. Peter is a recipient of the University Rh award for research (1991), and has served on the NSERC subatomic physics Grant Selection Committee and other national bodies. In 2015 he was elected a Fellow of the American Physical Society.

## **Oliver Botar**

Professor  
School of Art

Born in Toronto to Hungarian refugee parents, raised in Edmonton, and educated at the Universities of Alberta and Toronto, Oliver A. I. Botar holds a BA in Urban Geography, an MA in Urban and Regional Planning, and both an MA and PhD in Art History. He has been at the U. of M. since 1996, and has been Professor of Art History since 2011. He has served as Area Chair of Art History in the School of Art, has been on Senate for a number of years and is currently on the Board of the Institute for Humanities. He has served on two Director Searches and one Director Reappointment Committee for the School of Art. He has also served on the Program Committee in Central and East-European Studies, and has been involved with the Exchange Program between UM and the University of Szeged since its inception. Oliver's Ph.D. dissertation is entitled "Prolegomena to the Study of Biomorphic Modernism: Biocentrism, László Moholy-Nagy's 'New Vision' and Ernő Kállai's Bioromantik." In it, he related Biocentric ideologies to German Modernism, particularly as it relates to the Bauhaus and scientific photography, and this set the course of much of his subsequent career. Considered to be one of the foremost authorities in the field of biocentric ideology and art, and on the work of Moholy-Nagy, he has acted as advisor to exhibitions at the Guggenheim Museum (New York), the Art Institute of Chicago and the Los Angeles County Museum of Art, among others. He is the author of *Technical Detours: The Early Moholy-Nagy Reconsidered* (2006, in Hungarian, 2007) and *Sensing the Future: Moholy-Nagy, Media and the Arts* (also in German, Zurich, Lars Müller, 2014). The associated exhibitions, which he curated, were shown in New York (CUNY Graduate Center), Rutgers, Budapest (Hungarian National Gallery), Pécs (Janus Pannonius Museum), Winnipeg (Plug In ICA) and Berlin (Bauhaus-Archiv, Museum für Gestaltung), and have received wide press attention. He is co-editor of *Biocentrism and Modernism* (with Isabel Wünsche, Jacobs University, Bremen, 2011) and the facsimile edition, with commentary, of *telehor* (with Klemens Gruber, University of Vienna, 2013). He has recently been involved in the revival of scholarship on György Kepes, founder of the Center for Advanced Visual Studies at MIT, as his work relates to the aestheticization of scientific photography and cybernetics. A Canadian pioneer in historical research and teaching on art in

new media, Botar has consistently applied his research to his teaching. He has published numerous articles and book chapters, has presented and organized many papers and sessions at scholarly conferences and has lectured widely in North America, Europe and Japan (including keynotes). A current project is as editor of an anthology on East-Central European Dadaism. He has acted as President of the Hungarian Studies Association of Canada, serves on the Editorial Board of Hungarian Studies Review, has acted as Vice-President of Groundswell (New Music Series) and was a founding member of the Save The Eaton's Building Coalition. Oliver has collaborated with colleagues in the Faculty of Architecture, the Faculty of Arts and the Faculty of Music. He has also done extensive work on Canadian art, publishing *A Bauhausler in Canada: Andor Weininger in the 50s* (2009), *An Art at the Mercy of Light: Works by Eli Bornstein* (2013), and several articles. He has secured significant donations of Canadian and European art and decorative arts for UM, the School of Art Gallery and the Winnipeg Art Gallery. He is currently working on a book and anthology (both with McGill-Queens) as well as a Symposium (with the Winnipeg Art Gallery), on "Art in Winnipeg/Treaty One Territory," to which he is applying settler-colonial theory as adapted to art historical research. Botar has acted as non-resident curator for The Salgo Trust for Education in New York since 1996. He is the recipient of several SSRHC awards, most recently for the "Sensing the Future" project, of two Merit Awards at the UM and of a number of other fellowships. Oliver has been a Resident Scholar at the Canadian Centre for Architecture in Montreal and at the Institut für Literaturwissenschaft in Berlin. He has extensive experience in academic service, as adjudicator for promotions, juries, book and article manuscripts, and as an external on MA and Ph.D. committees for students in Canada, the US and Europe, including on Indigenous topics. His purview is thoroughly international, but is grounded in the reality of Canadian experience.

## **Tina Chen**

Head and Professor, Department of History  
Faculty of Arts

Tina Chen is a Professor in the Department of History. Her teaching and research focus on modern China, global/world history, cultural politics, Sino-Soviet relations, migration & citizenship in Asia. She is the recipient of international, national, and University grants and awards for research and teaching. Tina has an extensive service record as Department Associate Head (2006-2012) and Department Head (2013-present), as well as on a range of Faculty of Arts and University committees (currently including Senate, Senate Executive, and the Senate Committee on Academic Review). She has also held elected office in national professional associations. At UM and beyond, Tina is a voice for equity, inclusion, and diversity. Her community involvement has been recognized by a Canadian Race Relations Foundation Community Champion Award, YMCA/YWCA Woman of Distinction Award, and City of Winnipeg Community Service Award.

## **Todd Duhamel**

Associate Dean (Research and Graduate Studies) and Professor  
Faculty of Kinesiology and Recreation Management

Dr. Todd Duhamel is Métis man from Atikokan, Ontario. Todd's academic expertise is in the generation and application of knowledge in the field of physical activity and health. He earned a PhD in kinesiology from the University of Waterloo in 2007 and completed postdoctoral training at the University of Manitoba in 2008. The University then recruited Todd to bring new expertise in the area of exercise physiology and cardiovascular health to the Faculty of Kinesiology and Recreation Management. Todd has since earned promotion to the rank of Professor. In 2017, the Canadian Society for Exercise Physiology recognized Todd's research contributions to the field of exercise physiology with its Young Investigator award.

Todd is an outstanding mentor and educator. He has twice been recognized by institutional teaching awards, including a prestigious University of Manitoba Graduate Student Association Teaching Award (2013) and a Faculty of Kinesiology and Recreation Management Dean's Teaching Excellence Award (2014).

Todd has purposefully sought professional development activities as a strategy to more fully understand academic leadership. For example, he completed the Academic Health Sciences New and Emerging Academic Leaders certificate program taught at the Centre for Faculty Development, University of Toronto in 2016. Todd has a strong track record for contributing leadership at the University of Manitoba. For example, he served 3.5 years as Graduate Program Chair (2011-2014) in the Faculty of Kinesiology and Recreation Management and is currently serving a 5 year term as Associate Dean (Research & Graduate Studies; 2015-2020). While in those roles, Todd learned that it is equally important for leaders to create initiatives to support new investigators while also creating initiatives to support established scholars so they can mutually advance their professional profiles. Todd has previously served on two Presidential Advisory Committees; one searched for a Dean in the Faculty of Kinesiology and Recreation Management (2012) and the other advised about the appointment of Dean in the Faculty of Graduate Studies (2017). Based on that past experience, Todd has learned that it is important to seek diverse perspectives from multiple stakeholders to inform strategic recommendations.

## **Annemieke Farenhorst**

Acting Associate Dean (Research) and Professor  
Department of Soil Science  
Faculty of Agricultural and Food Sciences

Dr. Annemieke Farenhorst has earned a Doctoranda in Physical Geography and Soil Science (Univ. Amsterdam, 1991) and a Ph.D. in Geography (Univ. Toronto, 1998). Annemieke started her career at the Univ. of Manitoba (UM) in 1997 and is currently the (Acting) Associate Dean Research in the Faculty of Agricultural and Food Sciences. In the past five years, Dr. Farenhorst and Ms. Wendy Ross (program manager) have led the NSERC CREATE H2O research-training program in First Nations Water and Sanitation Security. The program has involved 100 students (1/3 self-identified Indigenous; 2/3 other) and, through experiential learning, helped students to better understand their responsibilities towards community-based research. Dr. Farenhorst is a professor of Soil Science and her NSERC Discovery research program focuses on the



environmental fate of pesticides in soil and water. Dr. Farenhorst is the Canadian representative on the Division VI Chemistry and the Environment Committee of the International Union of Pure and Applied Chemistry, and an Associate Editor for the Journal of Environmental Science and Health, Part B: Pesticides, Food Contaminants, and Agricultural Wastes. Dr. Farenhorst is one of five women in Canada to hold the NSERC Chair for Women in Science and Engineering. Dr. Farenhorst advocates for Equity Diversity Inclusion (EDI) in workplaces/spaces, through discussions with UM administrators, the Federal Government, industry and other stakeholders. She is also part of research teams whose projects examine aspects of the workspace/place climate, keeping in mind EDI needs, programming and progress. Annemieke has earned a range of teaching, research and outreach awards, including named a WXN 2016 Canada's Most Powerful Women: Top 100 Award winner.

## **Gady Jacoby**

Dean

Professor, Department of Accounting and Finance

I.H. Asper School of Business

Dr. Gady Jacoby is Dean and CPA Manitoba Chair in Business Leadership at the Asper School of Business. Previously he was the School's Acting Dean and Bryce Douglas Professor in Finance and Associate Dean Research and Graduate Programs. As Associate Dean Research and Graduate Programs he was the founding director of the Asper Master of Finance. Dr. Jacoby received his Ph.D. in Finance from York University in 1999. His Ph.D. dissertation entitled "Three Essays on Defaultable Fixed-Income Securities" was nominated for the York University Best Dissertation Award. He has received numerous research grants and merit awards. They include five grants from the Social Science and Humanities Research Council of Canada, two CMA Canada Academic Merit Awards, the Ontario Graduate Scholarship Fund, and several research and teaching merit awards at the University level. The focus of Gady's research and consulting work is on the subjects of asset-pricing models, fixed-income securities, market liquidity, and behavioral finance. He has published articles in several quality journals, including the Journal of Financial and Quantitative Analysis, Journal of Banking and Finance, Journal of Financial Markets, Journal of Fixed Income, Journal of Financial Research, Applied Financial Economics, Financial Review, and Research in International Business and Finance. Gady currently serves as a Subject Editor for Emerging Markets Review (SSCI) and Journal of International Financial Markets, Institutions and Money (SSCI). In addition, he is an Associate Editor for Finance Research Letters (SSCI) and an Advisory Board Member for Risk Management (SSCI) and for Financial Innovation. He taught courses in financial economics, fixed-income securities, investments, corporate finance, and financial modeling at the undergraduate, MBA, and Ph.D. levels. Gady has held visiting academic positions at New York University, the University of Melbourne, and Southwestern University of Finance and Economics (China), and he also taught in Singapore, Taiwan and Uruguay.

## **Cary Miller**

Associate Professor and Department Head  
Department of Native Studies  
Faculty of Arts

Dr. Miller is Anishinaabe and descends from St. Croix and Leech Lake communities. In 2017 she crossed the border from the US to join the Faculty of Arts as the Department Head of Native Studies 2017-2022. Previous to this, she served at the University of Wisconsin -Milwaukee in the History Department starting in 2002, gaining the rank of Associate Professor and Tenure in 2010 and serving as the Director of American Indian Studies there since 2013. In her final year at UWM she served on the search committee for the Dean of the College of Letters and Sciences. Since arriving at the University of Manitoba she has presided over a revision of the undergraduate major in Native Studies, and serves on the Indigenous Content Committee for the Faculty of Arts which is in the process of developing guidelines for an Indigenous Content Course for that faculty. Her book *Ogimag: Anishinaabeg leadership 1760-1845* was published with the University of Nebraska Press in 2010 and she previously has published in books such as *Centering Anishinaabeg Studies: Understanding the World through Stories* and the *Encyclopedia of United States Indian Policy and Law*. Her research is in Anishinaabe leadership in the early 19th century, Anishinaabe women's history, Treaties and sovereignty, Wisconsin Indian History, and Cultures of the Great Lakes Region.

## **Jakob Sanderson**

President of the University of Manitoba Students' Union

My name is Jakob Sanderson, I'm a 5th year undergraduate student majoring in political studies, and am President of the University of Manitoba Students' Union. In this role I sit on both the Senate and Board of Governors, and have served on the recently concluded Chancellor Search Committee. I'm also serving as a co-chair of the Brand Advisory Council for the University of Manitoba. If nominated, I look to bring forward a student perspective to this search committee and I will be looking for a President that will look uphold the high academic standing of the university, while showing a strong willingness to embrace a strong student experience and a commitment to Indigenization on campus and the celebration of our First Nations, Métis and Inuit Students and culture.

## **Barbara Shay**

Department Head and Associate Professor  
College of Rehabilitation Sciences  
Rady Faculty of Health Sciences

Dr. Barbara Shay was hired to the UM in 2003 as an assistant professor in the Physical Therapy program, however she has been involved in the Master of Physical Therapy (MPT) program at the University of Manitoba, in one capacity or another since 1991. She became the Head of the Department in 2013.

Her research area revolves around pain assessment and non-pharmacological treatment of pain and she has been an invited speaker at the Combined Sections Meeting of the American Physical

Therapy Association for the International Society for Electrophysical Agents and taught several refresher courses in EPAs. She has taken numerous post-graduate education courses and teaches post-graduate courses in acupuncture, assessment and non-pharmacologic treatment of pain and exercise.

She has participated in a number of committees at all levels of the Department/College/Faculty and University, with the most recent and current membership on the Senate Committee on Nominations, the RFHS Awards Committee, Senate and Faculty of Graduate Studies Council.

## **Robert Tate**

Professor. Department of Community Health Sciences  
Max Rady College of Medicine  
Rady Faculty of Health Sciences

Robert Tate is a Professor in the Department of Community Health Sciences, Max Rady College of Medicine, and is the Director of the Manitoba Follow-up Study, Canada's longest running prospective study of cardiovascular disease and aging. He completed an MSc in 1975 and PhD in 2000, both from UM. He has 43 years of continuous employment with our University both as support staff and faculty member. He was first elected to Senate in 2007 and has an active interest in University Governance.

### **Election of Senate Representatives to the Presidential Search Committee**

1. The composition of the Presidential Search Committee calls for “five members elected by the Senate (to include at least one Dean or Director and one student)”.
2. Procedures:
  - (a) The Senate Committee on Nominations shall bring forth nominations for membership on the Committee. The Chair (or a member) of the Senate Committee on Nominations will present the Committee’s report to Senate.
  - (b) The Chair of Senate shall then call for further nominations from the floor of Senate. Nominations do not require a seconder, but each person nominated must indicate that he/she accepts the nomination.
  - (c) Following the close of nominations, Senators shall vote for no more than five candidates on the ballot provided. Names of all nominated candidates shall be posted in the Senate Chamber.
  - (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

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

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### **Preamble:**

1. Terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance webpage: [http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.html](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html). SCCCC is to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.
2. Since last reporting to Senate, the Senate Committee on Curriculum and Course Changes (SCCCC) met on October 12, 16, 22, and 30, 2018, and participated in one electronic poll (November 8 - 13, 2018), to consider curriculum and course changes from Faculties, Colleges, and Schools.
3. The Report outlines course and curriculum changes endorsed by the SCCCC at the meetings noted above.
4. Proposed course deletions, introductions, and modifications, and program modifications are described in detail in the attachment to the Report.

### **Observations:**

#### **1. General**

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

#### **2. Courses to be Removed from the List of Written English Courses**

POLS 2000 Introduction to Comparative Politics (6)  
POLS 2040 Introduction to International Relations (6)  
POLS 2070 Introduction to Canadian Government (6)  
POLS 2510 Great Political Thinkers (6)

#### **3. Courses Recommended for the Written English Requirement**

ENGL 2620 Introduction to Print Culture and Book History (3)  
ENGL 3620 Special Topics in Print Culture and Book History (3)  
HNSC 2000 Research Methods and Presentation (3)  
POLS 2302 Introduction to Political Theory (3)  
POLS 2502 Introduction to World Affairs (3)  
POLS 2504 Introduction to International Relations (3)  
POLS 2602 Introduction to Comparative Politics (3)

POLS 2702 Introduction to Canadian Politics (3)  
POLS 2802 Introduction to Indigenous Politics (3)  
POLS 2902 How Government Works (3)

4. **Revised Course Titles for Approved Written English Courses**

NATV 1200 Indigenous Peoples in Canada (6)  
NATV 1220 Indigenous Peoples in Canada Part 1 (3)  
NATV 1240 Indigenous Peoples in Canada Part 2 (3)  
NATV 2020 The Métis in Canada (3)  
NATV 2110 Introduction to Indigenous Community Development (3)  
RLGN 2160 Hebrew Bible (Tanakh / “Old Testament”) (3)

5. **Courses Recommended for the Mathematics Requirement**

MATH 2740 Mathematics of Data Science (3)  
MATH 3490 Optimization (3)

6. **Courses Recommended for the Recommended Introductory Course (RIC) List**

LING 1310 Indigenous Languages of Manitoba (3)  
LING 1460 Words (3)  
REC 2100 Introduction to Leisure Travel (3)

7. **Revised Course Titles for Courses on the Recommended Introductory Course (RIC) List**

LING 1440 Descriptive Grammar of Modern English (3)  
NATV 1200 Indigenous Peoples in Canada (6)  
NATV 1220 Indigenous Peoples in Canada Part 1 (3)  
NATV 1240 Indigenous Peoples in Canada Part 2 (3)  
NATV 1270 Introductory Anishinaabemowin (Ojibwe) 1 (3)  
NATV 1280 Introductory Anishinaabemowin (Ojibwe) 2 (3)

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

**Food and Human Nutritional Sciences**

The department is proposing the introduction of one (1) course and the modification of two (2) courses. The overall number of credit hours offered by the department would increase by 3 credit hours.

The department is proposing program modifications to the following programs. The modifications follow from the introduction of HNSC 2000 – Research Methods and Presentation, which will replace HMEC 2000 – Research Methods and Presentation, which is an equivalent course offered by the Faculty of Health Sciences. The Faculty of Health Sciences and the Department of Food and Human Nutritional Sciences have agreed that the course should be administered and delivered by the Department.

- **Bachelor of Science in Human Nutritional Science (Foods Option)**
- **Bachelor of Science in Human Nutritional Science (Food Industry Option)**

- **Bachelor of Science in Human Nutritional Science (Nutrition Option)**
- **Bachelor of Science in Human Nutritional Science – Articulation Agreement with Red River College Culinary Arts**

## 9. **Faculty of Arts**

### Faculty of Arts

The faculty is proposing the introduction of one (1) course, ARTS 2020 Introduction to Health Humanities. The overall number of credit hours offered by the faculty would increase by 3 credit hours.

### Faculty of Arts – Art History

The faculty is proposing modifications to the following programs, involving the addition of FAAH 3930 Introduction to Curatorial Studies to List B:

- **Bachelor of Arts (General Major) in Art History**
- **Minor in Art History**

### Anthropology

The department is proposing one (1) course modification. There would be no change to the overall number of credit hours offered by the department.

### Canadian Studies

The program is proposing modifications to the following programs involving modifications to the List of Approved Courses in Canadian Studies that follow from course changes proposed by the Departments of Native Studies and Political Studies:

- **Bachelor of Arts (General Major) in Canadian Studies**
- **Bachelor of Arts (Single Honours) in Canadian Studies**
- **Bachelor of Arts (Double Honours) in Canadian Studies**
- **Minor (Concentration) in Canadian Studies**

### Classics

The department is proposing the introduction of one (1) course, CLAS 2180 Ancient Greece and Rome through Film. The overall number of credit hours offered by the department would increase by 3 credit hours.

The department is proposing modifications to the following programs involving an amendment to List A: Approved List of Courses Offered by Other Departments Acceptable for Credit in a Major/Minor (Concentration) in Classical Studies. RLGN 2550 History of Early Christian Thought will be removed from the list, as it proposed for deletion.

- **Bachelor of Arts (General Major) in Classical Studies**
- **Bachelor of Arts (Single Advanced Major) in Classical Studies**
- **Bachelor of Arts (Double Advanced Major) in Classical Studies**
- **Minor (Concentration) in Classical Studies**

### English, Theatre, Film & Media

The department is proposing the introduction of two (2) courses. The overall number of credit hours offered by the department would increase by 6 credit hours.

### Global Political Economy

The program is proposing modifications to the following programs. The changes follow from course changes proposed by the Department of Political Studies.

- **Bachelor of Arts (General Major) in Global Political Economy**
  - Program Note 1, which identifies several elective courses recommended for students in the General Major, would be amended to remove POLS 1000 Democracy and Development and POLS 2040 Introduction to International Relations, which are proposed for deletion. The courses would be replaced by POLS 2602 Introduction to Comparative Politics and POLS 2504 Introduction to International Relations, respectively.
  - Program Note 4 would be amended, to advise students to complete POLS 2504 as an elective in Year 2, rather than POLS 2040, which is proposed for deletion. POLS 2504 would be required as a prerequisite for upper level POLS courses required in Year 3.
- **Bachelor of Arts (Single Advanced Major) in Global Political Economy**
  - In Year 1, POLS 2602 would replace POLS 1000 as a required course.
  - POLS 2602 would also replace POLS 1000 as an entrance requirement.
  - Program Note 4 would be amended, to advise students to complete POLS 2504 as an elective in Year 2, rather than POLS 2040, which is proposed for deletion. POLS 2504 would be required as a prerequisite for upper level POLS courses required in Year 3.
  - The List of Courses for Global Political Economy would be amended to remove POLS 1000 and to add POLS 2602.
  - List A – Faculty of Arts would be amended to remove POLS 2040 and to add POLS 2504.

### Judaic Studies

The program is proposing a modification to the **Minor (Concentration) in Judaic Studies** in response to a course change proposed by the Department of Religion. In List A – Courses Acceptable for Judaic Studies Credit, the course title for RLGN 2160 Introduction to Hebrew Scriptures would be updated to “Hebrew Bible (Tanakh / “Old Testament”).”

### Labour Studies

The program is proposing the introduction of one (1) course, LABR 3370 Sociology of Work. The overall number of credit hours offered by the program would increase by 3 credit hours.

The program is proposing modifications to the following programs, including changes to the List of Electives:



- **Bachelor of Arts (General Major) in Labour Studies**
- **Bachelor of Arts (Single Advanced Major) in Labour Studies**
  - In Years 2 through 4, a requirement for 9 credit hours from LABR courses or courses selected from a list of program electives would be increased to 18 credit hours; in Years 3 and 4, a requirement for 9 credit hours of LABR courses at the 4000 level would be removed.
  - The List of Electives would be modified to include HIST 2732 Modern World History, 1945-1992: The Age of Three Worlds; HIST 2734 Modern World History, 1980 – Present: New World Order?; HIST 3052 Canada Since the 1960s; HIST 3054 Canada and the United States; HIST 4890 Canadian Social History; POLS 3940 Canadian Public Policy. The course title for NATV 3170 would be revised to “Indigenous Peoples and Racism in Canada.” The following courses would be removed: HIST 2200 Labour History: Canada and Beyond, HIST 3214 Canada’s Left: Rebellion and Repression, HIST 3700 History of Working People and Labour Movements 1700 to the Present, SOC 3370 Sociology of Work. POLS 3570 Administrative Theory in the Public Sector and POLS 4660 The State in the Economy, would be removed. The modifications follow from course changes in other Departments.

The program is proposing to modify the Single Advanced Major to introduce a **Bachelor of Arts (Single Advanced Major), Co-operative Education Option**. If the Co-operative Education Option is selected, students would complete 51 credit hours of required courses, including, in Years 3 and 4, ARTS 3010 Arts Co-operative Option 1 (1), ARTS 3020 Arts Co-operative Option 2 (1), and ARTS 3030 Arts Co-operative Option 3 (1).

### Linguistics

The department is proposing the introduction of two (2) courses and the modification of three (3) courses. The overall number of credit hours offered by the department would increase by 6 credit hours.

### Medieval and Early Modern Studies

The program is proposing modifications to the following programs, involving changes to the list Group1: History, Philosophy and Religions, which follow from course changes proposed by the Department of Religion. RLGN 2114 Monks, Mystics and Manuscripts in Medieval Christianity and RLGN 4282 Advanced Studies in Medieval Christianity will be added to this list; the course title for RLGN 3230 Gender in Early Christianity will be updated to “Gender, the Body, and Sexuality in Early Christianity”; RLGN 2550 History of Early Christian Thought and RLGN 2560 History of Medieval Christian thought will be removed from the list.

- **Bachelor of Arts (General Major) in Medieval and Early Modern Studies**
- **Bachelor of Arts (Single Advanced Major) in Medieval and Early Modern Studies**
- **Minor (Concentration) in Medieval and Early Modern Studies**

## Native Studies

The department is proposing the deletion of three (3) courses, the introduction of five (5) courses, and the modification of forty (40) courses. The overall number of credit hours offered by the department would increase by 6 credit hours.

The majority of course modifications involve updating terminology in the course title and/or course description, to replace the terms “Native” and “Aboriginal” with “Indigenous,” to reflect current usage in the discipline and for consistency.

The department is proposing program modifications to the following programs. Several modifications arise as a result of the department having completed an undergraduate program review, including proposals to introduce an Indigenous language requirement in the Bachelor of Arts (General Major) and Bachelor of Arts (Single Advanced Major) in Native Studies degrees, and to modify the B.A.(Gen.) in Native Studies to allow students to complete an Indigenous Language Focus (Concentration), as described below and detailed in the attachment to this Report. Students currently enrolled in Native Studies programs would not be required to meet the new requirement of a minimum of six credit hours of Indigenous language credit and the new Indigenous Theory course (NATV 2530). These requirements would apply to students admitted in the Fall 2019 and later.

- **Bachelor of Arts (General Major) in Native Studies:**
  - Years 2 - 3 – A requirement for 18 credit hours of NATV courses numbered at the 2000- level or above will be reduced to 9 credit hours; requirements for 6 credit hours of Indigenous language courses offered by Native Studies and for NATV 2530 Introduction to Indigenous Theory will be added.
- **Bachelor of Arts (Single Advanced Major) in Native Studies:**
  - Years 2 - 4 – A requirement for 21 credit hours of NATV courses will be reduced 12 credit hours; requirements for 6 credit hours of Indigenous language courses offered by Native Studies, NATV 2530, and (NATV 4230 or NATV 4290) will be added; a requirement for 12 credit hours of NATV courses at the 3000 level will be amended to require 12 credit hours at the 3000 level or above; a requirement for 9 credit hours of NATV courses at the 4000 level would be reduced to 6 credit hours.
- **Bachelor of Arts (Single Advanced Major) in Native Studies – Aboriginal Governance Stream:**
  - Years 2 - 4 – A requirement for POLS 2070 Introduction to Canadian Government would be replaced by POLS 2702 Introduction to Canadian Politics and POLS 2802 Introduction to Indigenous Politics. The changes follow from course changes proposed by the Department of Political Studies.
- **Minor (Concentration) in Native Languages (Option 1):**
  - Renamed as “Minor (Concentration) in Indigenous Languages (Option 1);
  - Year 3 would be modified to require 6 credit hours in Indigenous Languages or 6 credit hours approved by the department.
- **Minor (Concentration) in Native Languages (Option 2):**
  - Renamed as “Minor (Concentration) in Indigenous Languages (Option 2).
  - Year 2 would be modified to require (NATV 3222 or NATV 3224) and NATV 3300.

- In Year 3, one instance of “Native languages” would be amended to refer to “Indigenous languages”.
- The List of Approved Courses in Native Studies will be modified to include HIST 1390 History of Colonial Canada, HIST 1440 History of Canada, HIST 2280 Aboriginal History in Canada, HIST 4010 Imperialism, Decolonization, and Neo-Colonialism, and HIST 4120 History of Aboriginal Rights.

The department is proposing to modify the Bachelor of Arts (General) in Native Studies to introduce two new language focus areas (concentrations), the **Anishinaabemowin (Ojibwe) Language Focus** and the **Cree Language Focus**, as detailed in the attachments to the Report.

### Philosophy

The department is proposing the introduction of one course, PHIL 3780 Research Topics in Philosophy. The overall number of credit hours offered by the department would increase by 3 credit hours.

### Political Studies

The department is proposing the deletion of twenty-eight (28) courses, the introduction of forty (40) courses, and the modification of nine (9) courses. The overall number of credit hours offered by the department would decrease by 9 credit hours.

Proposed course changes and the curriculum changes that follow from these respond to recommendations made in a recent external review of the undergraduate programs in the department. First, responding to a recommendation to streamline and reduce the number of first year courses, in order to clarify the pathway to the main sub-disciplines, the department will offer only two 1000- level courses. These are the existing 3 credit hour courses, POLS 1502 Introduction to Political Studies, which provides a general introduction to politics, and POLS 1506 Survey of Political Studies, an introduction to the subfields in the discipline. Second, 6 credit hour courses would be deleted and be replaced by two 3 credit hour courses to facilitate students scheduling their courses. Third, responding to a recommendation to reconsider the subfields offered, the number of 2000- level course offerings would be reduced. The revised curricula would require fewer courses at the 1000- and 2000- levels and more credit hours at the 3000- and 4000- levels.

The department is proposing modifications to the following programs:

- **Bachelor of Arts (Single Advanced Major) in Political Studies -**
  - In Years 2 – 4, a requirement for 30 credit hours in Political Studies courses numbered at or above the 2000 level would replace two requirements, one for 6 credit hours in Political Studies courses numbered at the 2000 level and one for an additional 24 credit hours in Political Studies Courses numbered at or above the 2000 level.
  - In years 2 – 4, a requirement for 6 credit hours in Political Studies courses numbered at the 3000 level would be amended to require 6 credit hours in Political Studies courses numbered at or above the 3000 level.

- **Bachelor of Arts (Single Honours) in Political Studies -**
  - In Year 2, POLS 2000, POLS 2040, POLS 2070, and POLS 2510 would no longer be required; a requirement for 21 credit hours in Political Studies courses numbered at the 2000 level would be added, a requirement for 6 credit hours in ancillary options would be increased to 9 credit hours.
  - In Year 4, a requirement for 3 credit hours in Political Studies courses numbered at the 3000 level would be added; a requirement for 12 credit hours in ancillary options would be reduced to 9 credit hours.
- **Bachelor of Arts (Double Honours) in Political Studies -**
  - In Year 2, a requirement for 12 credit hours from POLS 2000, POLS 2040, POLS 2070, and POLS 2510 would be replaced by a requirement for 12 credit hours in Political Studies courses numbered at the 2000 level.
  - In program Note 1, course numbers would be updated to reflect new courses in political theory. A statement would be added to indicate that students who enrolled in a Political Studies program prior to the Fall 2019 could use the new courses toward the requirement for 6 credit hours in political theory courses.
  - Program Note 5, which applied to the Single Honours and Double Honours programs and stated that Honours courses included all 4000 level courses, would be deleted.

### Psychology

The department is proposing the modification of one (1) course. There would be no change to the overall number of credit hours offered by the department.

### Religion

The department is proposing the deletion of seven (7) courses, the introduction of seven (7) courses, and the modification of five (5) courses. The overall number of credit hours offered by the department would decrease by 3 credit hours.

The department is proposing modifications to the following programs. In program Note 1, the list of courses related to the religious traditions, Buddhism and Christianity, would be updated to reflect proposed course deletions and introductions.

- **Bachelor of Arts (General Major) in Religion**
- **Bachelor of Arts (Single Advanced Major) in Religion**
- **Bachelor of Arts (Single Honours) in Religion**
- **Bachelor of Arts (Double Honours) in Religion**

### Sociology and Criminology

The department is proposing the modification of one (1) course. There would be no change to the overall number of credit hours offered by the department.

### Ukrainian Canadian Heritage Studies

The program is proposing modifications to the following programs involving changes to List A, which follow from course changes proposed by the Department of Political Studies.

- **Bachelor of Arts (General Major) in Ukrainian Canadian Heritage Studies**
- **Bachelor of Arts (Single Advanced Major) in Ukrainian Canadian Heritage Studies**
- **Minor (Concentration) in Ukrainian Canadian Heritage Studies**

### Women's and Gender Studies

The program is proposing modifications to the following programs, involving changes to List A that follow from course changes proposed by the Department of Native Studies.

- **Bachelor of Arts (General Major) in Women's and Gender Studies**
- **Bachelor of Arts (Single Advanced Major) in Women's and Gender Studies**
- **Bachelor of Arts (Double Advanced Major) in Women's and Gender Studies**
- **Bachelor of Arts (Single Honours) in Women's and Gender Studies**
- **Bachelor of Arts (Double Honours) in Women's and Gender Studies**
- **Minor (Concentration) in Women's and Gender Studies**

## 10. **Faculty of Engineering**

### Biosystems Engineering

The department is proposing modifications to the **Bachelor of Science in Engineering (Biosystems)**. KPER 1200 Physical Activity, Health and Wellness would replace the former PERS 1200 on the list of Group C: Complementary Studies Electives, and KPER 2330 Biomechanics would replace the former KIN 2330 Biomechanics on the list of Group D: Free Electives, within the Biomedical Specialization. The revisions respond to course changes previously made by the Faculty of Kinesiology and Recreation Management (Senate, January 4, 2017).

## 11. **Faculty of Kinesiology and Recreation Management**

The faculty is proposing the introduction of two (2) courses and the modification of seven (7) courses. The modification of REC 2100 Introduction to Leisure Travel involves adding the course to the Recommended Introductory Course (RIC) list. The overall number of credit hours offered by the faculty would increase by 6 credit hours.

The faculty is requesting that the deletion of PERS 4630 and the introduction of KPER 4630, KPER 4632, and KPER 4634, which were approved by Senate, January 4, 2017, be moved forward from Fall 2020 to Fall 2019.

The faculty is proposing modifications to the following programs:

- **Bachelor of Kinesiology** – List A: List of Faculty of Science Electives would be amended to remove MATH 1200 Elements of Discrete Mathematics; to add MATH 1240 Elementary Discrete Mathematics and STAT 2000 Basis Statistical Analysis (2) (or equivalent); and to allow courses equivalent to COMP 1010.

- **Bachelor of Kinesiology (Athletic Therapy)** – List A: List of Faculty of Science Electives would be modified to remove MATH 1200 Elements of Discrete Mathematics; to add MATH 1240 Elementary Discrete Mathematics and STAT 2000 Basis Statistical Analysis (2) (or equivalent); and to allow courses equivalent to COMP 1010.
- **Bachelor of Recreation Management and Community Development** – In Year 2, REC 2650 Social Aspects of Aging would be added as a required course, and the electives will be reduced from 9 to 6 credit hours.
- **Minor in Recreation Studies** – REC 2650 Social Aspects of Aging would be added to the list of courses that could be used to meet the requirement for two required elective courses (6 credit hours).

## 12. Faculty of Management

### Faculty of Management

The faculty is proposing modifications to the **Bachelor of Commerce (Honours)** degree, including amendments to the course requirements for the Core and Electives components of the program:

- ENTR 2030 Introduction to Entrepreneurship: Business and Social Perspectives would be added to The Core courses, as a required course. The rationale for the new requirement is that entrepreneurial thinking has been identified as a key competency for working professionals that increases employability. Similar programs at other Canadian institutions have also introduced a requirement for a course in this area.
- The number of credit hours required as part of The Core program would increase from 51 to 54 credit hours.
- In Year 2, the number of Electives would be reduced from 6 to 3 credit hours. Consequently, the overall number of credit hours required as part of the program Electives would be reduced from 15 to 12 credit hours.
- The overall number of credit hours required to complete the program would be unchanged (120 credit hours).
- FIN 3420 Security Analysis would be removed from the list of General Options.

The faculty is proposing a program modification to the **Bachelor of Commerce (Honours), Aboriginal Business Studies Major**, which is to revise the name to **"Indigenous Business Studies Major"**. The description of the program in the Academic Calendar would be modified to indicate that ENTR 2030, with a minimum grade of (C), is a prerequisite for upper year ENTR courses. The change follows from a modification to the B.Comm.(Hons.) Core Program, as outlined above.

The faculty will modify the description of the requirements for the Asper School of Business/ Red River College Joint Program, in the Academic Calendar, to reflect recent changes to the Articulation Agreement (Senate, March 1, 2017).

The faculty will modify the requirements for the Asper School of Business/ Assiniboine Community College Joint Program to reflect modifications to the B.Comm.(Hons.)

proposed in the Fall 2018 and previously approved by Senate in the Spring 2018, including:

- adding ENTR 2030 to, and removing GMGT 2060 from, the Program Core;
- revising the Foundation Courses to allow students to complete MATH 1520 or MATH 1500 or MATH 1230;
- specifying that all Business Options courses must be at the 2000-level or higher, except for language courses used as part of the International Business Major;
- adding MKT 3246 (or the former MKT 3240 when titled Sustainability Marketing) to the list of courses that could be used toward the Alternative Management Requirement.

The faculty will modify the requirements for the Asper School of Business/ University College of the North Joint Program to reflect modifications to the B.Comm.(Hons.) proposed in the Fall 2018 and previously approved by Senate in the Spring 2018, including:

- adding ENTR 2030 to the Program Core Requirements;
- adding a requirement for 3 credit hours of electives to the Foundation Courses;
- revising a requirement for MATH 1520 or MATH 1500 to also allow students to complete MATH 1230;
- revising a requirement for STAT 1000 to also allow students to complete STAT 1150;
- specifying that all Business Options courses must be at the 2000-level or higher, except for language courses used as part of the International Business Major.

The faculty is proposing modifications to the requirements for the Asper School of Business/ École technique et professionnelle joint program. In particular, ENTR 2030 would be added to the Program Core Requirements.

The faculty is proposing modifications to two Articulation Agreements, that follow from the deletion of COMP 1260, as detailed in the *Reports of the Senate Committee on Curriculum and Course Changes RE*:

- *Revised Articulation Agreement, University of Manitoba, Bachelor of Commerce (Honours) – Red River College, Diploma in Business Administration* (dated October 12, 2018) (Senate, December 5, 2018, item III 6 (a))
- *Revised Articulation Agreement, University of Manitoba, Bachelor of Commerce (Honours) – Renmin University of China, International Foundation Program* (dated October 12, 2018) (Senate, December 5, 2018, item III 6 (b))

### Business Administration

The department is proposing the introduction of one (1) course and the modification of five (5) courses. The overall number of credit hours offered by the department would increase by 3 credit hours.

The department is proposing modifications to the description of the **Bachelor of Commerce (Honours), Entrepreneurship/Small Business Major** in the Academic Calendar, to communicate that ENTR 2030, with a minimum grade of (C), is a

prerequisite for upper year ENTR courses. The change follows from a modification to the B.Comm.(Hons.) Core Program, as outlined above.

13. **College of Nursing**

The college is proposing the introduction of one (1) course, NURS 2100 – Family Caregiving Across the Lifespan. The overall number of credit hours offered by the college would increase by 3 credit hours.

14. **Faculty of Science**

**Faculty of Science**

The faculty is proposing the introduction of four (4) 0 credit hour, Co-operative Education Work Term courses. There would be no change to the overall number of credit hours offered by the faculty.

The four work term course, SCI 3980 Co-operative Education Work Term 1, SCI 3990 Co-operative Education Work Term 2, SCI 4980 Co-operative Education Work Term 3, and SCI 4990 Co-operative Education Work Term 4 would be used across departments in the Faculty of Science, rather than having department-specific work term courses with different subject codes. Departments with existing work term courses would submit proposals to Senate, to delete these courses and to modify the curricula for Cooperative Options of their degrees, in the Spring 2019.

The faculty is proposing modifications to the academic regulations and Academic Calendar content, including program descriptions for the Cooperative Options for the Bachelor of Science (Major), Bachelor of Science (Honours), and Bachelor of Computer Science (Honours) degrees, as detailed in the *Report of the Senate Committee on Curriculum and Course Changes RE: Revised Academic Regulations and Academic Calendar Content for Cooperative Education Options, Faculty of Science* (dated October 12, 2018) (Senate, December 5, 2018, item X (2) (b)).

**Computer Science**

The department is proposing program modifications to the following programs, including:

- in Year 1, allowing students to complete COMP 1012 Computer Programming for Scientists and Engineers in place of COMP 1010 Introductory Computer Science 1, as it is a mutually exclusive course. The change would be communicated in a revised Program Note 1;
- revising descriptions of the Honours and Major Cooperative Options, to clean up the wording and to reflect a proposal to increase the minimum Degree Grade Point Average required for entry to the Major Cooperative Option, from 2.0 to 2.5;
- removing information related to the 2018 entry requirements from the Academic Calendar.
  - **Bachelor of Computer Science (Honours)**
  - **Bachelor of Computer Science (Honours), Cooperative Option**
  - **Bachelor of Science (Major) in Computer Science**
  - **Bachelor of Science (Major) in Computer Science, Cooperative Option**



- **Bachelor of Science (General)**
- **Minor in Computer Science**

### Mathematics

The department is proposing the introduction of two (2) courses and the modification of one (1) course. The overall number of credit hours offered by the department would increase by 6 credit hours.

The department is proposing program modifications to the following programs, including:

- introducing Cooperative Options;
- allowing students to complete COMP 1012 Computer Programming for Scientists and Engineers in place of COMP 1010 Introductory Computer Science 1, as it is a mutually exclusive course. The change would be communicated in a revised Program Note 1;
- eliminating the list of electives normally required in the Bachelor of Science (Honours) in Mathematics.
  - **Bachelor of Science (Honours) in Mathematics**
  - **Bachelor of Science (Double Honours) in Mathematics**
  - **Bachelor of Science (Major) in Mathematics**
  - **Bachelor of Science (Major) in Applied Mathematics with Computer Science Option**
  - **Bachelor of Science (Major) in Applied Mathematics with Economics Option**
  - **Bachelor of Science (Major) in Applied Mathematics with Statistics Option**

The department is proposing to modify all of the programs listed above to introduce a Cooperative Option:

- **Bachelor of Science (Honours) in Mathematics, Cooperative Option**
- **Bachelor of Science (Double Honours) in Mathematics, Cooperative Option**
- **Bachelor of Science (Major) in Mathematics, Cooperative Option**
- **Bachelor of Science (Major) in Applied Mathematics with Computer Science Option, Cooperative Option**
- **Bachelor of Science (Major) in Applied Mathematics with Economics Option, Cooperative Option**
- **Bachelor of Science (Major) in Applied Mathematics with Statistics Option, Cooperative Option**

### Physics and Astronomy

The department is proposing the modification of one (1) course. There would be no change to the overall number of credit hours offered by the department.

The department is proposing to modify the following programs, to introduce a Cooperative Option:

- **Bachelor of Science (Honours) in Physics and Astronomy, Astronomy and Astrophysics, Cooperative Option**

- **Bachelor of Science (Honours) in Physics and Astronomy, Physics, Cooperative Option**
- **Bachelor of Science (Honours) in Physics and Astronomy, Medical and Biological, Cooperative Option**
- **Bachelor of Science (Major) in Physics and Astronomy, Cooperative Option**

15. **Université de Saint-Boniface**

**Faculté des arts**

département des sciences humaines et sociales

The Université is proposing the deletion of one (1) course in the department. The overall number of credit hours offered by the department would decrease by 6 credit hours.

The Université is proposing program modifications to the **Baccalauréat ès arts général**, to allow students to use courses in (i) human geography to meet the social sciences requirement and (ii) physical geography, to meet the science requirement.

**Faculté des sciences**

département des sciences mathématiques - physique

The Université is proposing the introduction of two (2) courses and the modification of one (1) course. The overall number of credit hours offered by the department would increase by 6 credit hours.

**Faculté d'éducation et des études professionnelles**

**École de traduction**

The Université is proposing the introduction of two (2) special topics courses, TRAD 3581 Sujets particuliers and TRAD 3981 Sujets particuliers. The course introductions would provide students with more course options. The overall number of credit hours offered by the school would increase by 6 credit hours.

**École de travail social**

The Université is proposing the modification of two (2) courses. There would be no change to the overall number of credit hours offered by the school.

**Recommendation**

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

**Faculty of Agricultural and Food Sciences**

### **Faculty of Arts**

- **Program proposals:**
  - **Bachelor of Arts (Single Advanced Major) in Labour Studies, Co-operative Education Option**
  - **Anishinaabemowin (Ojibwe) Language Focus**, in the Bachelor of Arts (General) in Native Studies
  - **Cree Language Focus**, in the Bachelor of Arts (General) in Native Studies

### **Faculty of Engineering**

### **Faculty of Kinesiology and Recreation Management**

### **Faculty of Management**

### **College of Nursing**

### **Faculty of Science**

- **Program proposals:**
  - **Bachelor of Science (Honours) in Mathematics, Cooperative Option**
  - **Bachelor of Science (Double Honours) in Mathematics, Cooperative Option**
  - **Bachelor of Science (Major) in Mathematics, Cooperative Option**
  - **Bachelor of Science (Major) in Applied Mathematics with Computer Science Option, Cooperative Option**
  - **Bachelor of Science (Major) in Applied Mathematics with Economics Option, Cooperative Option**
  - **Bachelor of Science (Major) in Applied Mathematics with Statistics Option, Cooperative Option**
  - **Bachelor of Science (Honours) in Physics and Astronomy, Astronomy and Astrophysics, Cooperative Option**
  - **Bachelor of Science (Honours) in Physics and Astronomy, Physics, Cooperative Option**
  - **Bachelor of Science (Honours) in Physics and Astronomy, Medical and Biological, Cooperative Option**
  - **Bachelor of Science (Major) in Physics and Astronomy, Cooperative Option**

### **Université de Saint-Boniface**

Respectfully submitted,  
Professor D. McNeill, Acting Chair  
Senate Committee on Curriculum and Course Changes

## **Faculty of Agricultural and Food Sciences**

### **Food and Human Nutritional Sciences**

#### Introduction:

HNSC 2000 Research Methods and Presentation Cr.Hrs. 3 +3.0  
(Lab required) An introduction to research designs, methods and techniques, as well as the practice of disseminating results, in the context of selected determinants of health. Applications in natural and social sciences will be presented. Skills related to presenting research findings will be taught. May not be held with HMEC 2000 or HMEC 2050. Prerequisite: STAT 1000 (D) or STAT 1150 (D).

#### Modifications:

HNSC 4160 Seminar in Foods and Nutrition Cr.Hrs. 3 0.0  
A critical study of research in the field of foods and nutrition; oral and written reports required. Restricted to 4th year majors in HNS programs. Prerequisites: registered in the 4th year of an HNS program (minimum 84 credit hours completed in the 4 year programs and 30 credit hours in the 2nd degree program) and HNSC 2000 (D) (or HMEC 2000 or HMEC 3100) and approval of the program.

HNSC 4290 Food, Nutrition and Health Policies Cr.Hrs. 3 0.0  
Principles and applications of policies, regulations and legislation in the areas of food and health that address nutrition and health problems of populations. Prerequisites: A grade of "D" or higher in all of [HNSC 2000 (or HMEC 2000 or HMEC 2050)] and [HNSC 2130 or HNSC 2140] and HNSC 2150 and STAT 2000.

### **NET CHANGE IN CREDIT HOURS: +3.0**

#### Program modifications:

Modifications to the following programs are outlined on the next 14 pages:

- **Bachelor of Science in Human Nutritional Science (Foods Option)**
- **Bachelor of Science in Human Nutritional Science (Food Industry Option)**
- **Bachelor of Science in Human Nutritional Science (Nutrition Option)**
- **Bachelor of Science in Human Nutritional Science – Articulation Agreement with Red River College Culinary Arts**

### 3.3 Academic Regulations for the Human Nutritional Sciences Programs

#### Written English and Mathematics Requirements

The written English and Mathematics requirements are satisfied by required courses ~~HMEC~~ **HNSC** 2000 and STAT 1000 within the Human Nutritional Sciences program. ~~HMEC~~ **HNSC** 2000 will be available to students upon admission to the Human Nutritional Sciences program.

### 4.2 Human Nutritional Sciences Programs

Students majoring in Human Nutritional Sciences will be admitted to the 4-year degree program, the second-degree program, or the Human Nutritional Sciences/Culinary Arts program. Students in the 4-year degree program must choose from the Nutrition Option, the Foods Option, or the Food Industry Option.

The educational requirements to qualify for a dietetic internship and membership with the College of Dietitians of Manitoba (CDM) or dietetic colleges in other Canadian provinces may be met within the Nutrition Option with the recommended selection of courses. Students can apply for a dietetic internship during the program (see application requirements and procedures for Pre-Selection by the Manitoba Partnership Program), or through Dietitian's of Canada Program Match system in the final year of their degree or after completion of their degree. Internships are awarded competitively by external institutions. Review the section on academic requirements for eligibility to apply for a dietetic internship for students admitted in September, 2007 and later.

Those who plan to enter Human Nutritional Sciences are advised that Applied Math or Pre-Calculus Mathematics 40S and Chemistry 40S are [prerequisites to CHEM 1300 University 1: Structure and Modeling in Chemistry](#). Before entering continuing years in the Faculty of Agricultural and Food Sciences, the overall program must be planned with academic advising advice.

All returning students in the Faculty of Agricultural and Food Sciences must submit a program plan for the succeeding year before the start of registration.

#### 4.2.1 Program Requirements

The following are the guidelines for the program requirements for HNS students. The courses outlined for each program in the sections, which follow, meets these basic requirements.

Students admitted in September 2012 or later: All students complete a core of 9 credit hours consisting of:

Course Number	Course Name
HEAL 2600	Integration of Health Determinants of Individuals
<del>HMEC 2000</del> <b>HNSC 2000</b>	Research Methods and Presentation
HMEC 3000	Introduction to Social Epidemiology

Students admitted prior to September 2012 are urged to seek academic advising assistance for advice regarding completion of core course requirements.

## Electives

Courses within each program fall into one of two categories:

- Department electives must be chosen from within the program department (HNSC designation).
- Free electives may be chosen from within or outside the Faculty of Agricultural and Food Sciences

### 4.2.2 Bachelor of Science (Human Nutritional Sciences)

If prerequisites permit, students must register for at least one HNSC course (3 credit hours) per year in order to stay in the Human Nutritional Sciences program.

Students Admitted in September 2012 or Later		
Course Number	Course Name	Credit Hours
	Courses to be taken by all Human Nutritional Sciences students	
CHEM 1300	University 1: Structure and Modeling in Chemistry	3
CHEM 1320	University 1: Introduction to Organic Chemistry (See Note 1)	3
CHEM 2770	Elements of Biochemistry 1 (See Note 2)	3
CHEM 2780	Elements of Biochemistry 2 (See Note 3)	3
FOOD 4150	Food Microbiology	3
<del>HMEC 2000</del> <b>HNSC 2000</b>	Research Methods and Presentation	3
HMEC 3000	Introduction to Social Epidemiology	3
HEAL 2600	Integration of Health Determinants of Individuals	3
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health and Changing Lifestyles	3
HNSC 2130	Nutrition through the Life Cycle	3

HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional and Nutritional Properties of Foods	3
HNSC 2160	Food Preparation and Preservation	3
HNSC 3330	Ingredient Technology for Designed Foods	3
HNSC 4160	Seminar in Foods and Nutrition	3
HNSC 4290*	Food, Nutrition and Health Policies	3
PSYC 1200 <i>or</i> SOC 1200	Introduction to Psychology <i>or</i> Introduction to Sociology <i>or</i> combination of the 2 areas	6
STAT 1000	Basic Statistical Analysis 1	3
STAT 2000	Basic Statistical Analysis 2	3
BIOL 1410 <i>OR</i>	Anatomy of the Human Body <i>or</i>	3
BIOL 1020 and BIOL 1030	Biology 1 and 2 (if BIOL 1 and 2 are taken, the additional 3 credit hours are considered to be free electives)	3 – 6
BIOL 1412	Physiology of the Human Body (See Note 4)	3
All students must select one of the following options to complete the degree program:		
Nutrition Option		
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients and Human Health	3
HNSC 3320	Nutrition Education and Dietary Change	3
HNSC 4320 <i>or</i> HNSC 4300	Nutritional Management of Disease States <i>or</i> Community Nutrition Intervention	3
	Department Electives	15
	Free Electives	24
Foods Option		
HNSC 3300 <i>or</i> HNSC 3310	Vitamins and Minerals in Human Health <i>or</i> Macronutrients and Human Health	3
HNSC 3260	Food Quality Evaluation	3
HNSC 3350	Culture and Food Patterns	3
HNSC 4270	Sensory Evaluation of Food	3
HNSC 4280	Food Product Development	3
MKT 2210	Fundamentals of Marketing	3
	Program Electives (See Note 5)	9
	Free Electives	24

Food Industry Option		
FOOD 4310	Introduction to HACCP	3
GMGT 1010	Business and Society	3
HNSC 3260	Food Quality Behaviour	3
HNSC 3300 or HNSC 3310	Vitamins and Minerals in Human Health or Macronutrients and Human Health	3
HNSC 4280	Food Product Development	3
HNSC 4364	Foods Industry Option Practicum	6
MKT 2210	Fundamentals of Marketing	3
*NOTE:	HNSC 4290 is not a requirement for students in the Food Industry Option	
	Electives (see Advising information for suggested electives)	15
Students in the Food Industry Option must complete one of the following concentrations (15 credit hours). Select 15 credit hours of course work from one of the lists that follow.		
Quality Assurance Concentration		15
AGRI 2190	Toxicology Principles	1.5
AGRI 2530	Nutritional Toxicology	1.5
FOOD 4160	Food Analysis 1	3
FOOD 4250	Food Analysis 2	3
FOOD 4500	Food Safety and Regulations	3
HNSC 4270	Sensory Evaluation of Food	3
STAT 3000	Applied Linear Statistical Models	3
STAT 3170	Statistical Quality Control	3
Food Product Development Concentration		15
FOOD 4160	Food Analysis 1	3
FOOD 4250	Food Analysis 2	3
FOOD 4500	Food Safety and Regulations	3
One of: FOOD 3160, FOOD 3170, or FOOD 3200	Frozen Dairy Product, Cheese and Milk Products, or Baking Science	3
HNSC 4270	Sensory Evaluation of Food	3
HNSC 4290	Food, Nutrition and Health Policies	3
HNSC 4540	Functional Foods and Nutraceuticals	3
STAT 3000	Applied Linear Statistical Models	3
Food Industry Management Concentration		15
ACC 1100	Introductory Financial Accounting	3
GMGT 2060	Management and Organization Theory	3



GMGT 3010	Management Decision-Making	3
HRIR 2440	Human Resource Management	3
MKT 3220	Marketing Research	3
HNSC 3342	Management for Food and Nutrition Professionals	3
GMGT 3xxx	3000 level	3

#### Suggested Progression of Program: Nutrition Option

##### Year 1

Course No.		Credit Hours
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health & Changing Lifestyles	3
CHEM 1300	Structure & Modeling in Chemistry	3
CHEM 1320 or	Introduction to Organic Chemistry	3
CHEM 1310	Introduction to Physical Chemistry	
BIOL 1410 or	Anatomy of the Human Body	3-6
BIOL 1020 and	Biology 1	
BIOL 1030	Biology 2	
BIOL 1412	Physiology of the Human Body	3
PSYC 1200 or	Introduction to Psychology	6
SOC 1200	Introduction to Sociology	
	Free Elective(s)	3-6
Total credit hours		30

##### Year 2

HNSC 2130	Nutrition through the Life Cycle	3
HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional, & Nutritional Properties of Food	3
HNSC 2160	Food Preparation & Preservation	3
CHEM 2770	Elements of Biochemistry 1	3
CHEM 2780	Elements of Biochemistry 2	3
HEAL 2600	Integration of Health Determinants of Individuals	3
STAT 1000	Basic Statistical Analysis 1	3
STAT 2000	Basic Statistical Analysis 2	3
	Free Elective	3
Total credit hours		30

Year 3		
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients & Human Health	3
HNSC 3320	Nutrition Education & Dietary Change	3
HNSC 3330	Ingredient Technology for Designed Foods	3
<del>HMEC 2000</del> HNSC 2000	Research Methods and Presentation	3
HMEC 3000	Introduction to Social Epidemiology	3
FOOD 4150	Food Microbiology	3
HNSC	HNSC electives	6
	Free Elective	3
Total credit hours		30
Year 4		
HNSC 4160	Seminar in Foods & Nutrition	3
HNSC 4290	Food, Nutrition, & Health Policies	3
HNSC 4300 or	Community Nutrition Intervention	3
HNSC 4320	Nutrition Management of Disease States	
HNSC	HNSC electives	9
	Free electives	12
Total credit hours		30

Suggested Progression of Program: Foods Option		
Year 1		
Course No.		Credit Hours
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health & Changing Lifestyles	3
CHEM 1300	Structure & Modeling in Chemistry	3
CHEM 1320 or	Introduction to Organic Chemistry	3
CHEM 1310	Introduction to Physical Chemistry	
BIOL 1410 or	Anatomy of the Human Body	3-6
BIOL 1020 and	Biology 1	
BIOL 1030	Biology 2	
BIOL 1412	Physiology of the Human Body	3
PSYC 1200 or	Introduction to Psychology	6
SOC 1200	Introduction to Sociology	
	Free Elective(s)	3-6

Total credit hours		30
Year 2		
HNSC 2130	Nutrition through the Life Cycle	3
HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional, & Nutritional Properties of Food	3
HNSC 2160	Food Preparation & Preservation	3
CHEM 2770	Elements of Biochemistry 1	3
CHEM 2780	Elements of Biochemistry 2	3
HEAL 2600	Integration of Health Determinants of Individuals	3
STAT 1000	Basic Statistical Analysis 1	3
STAT 2000	Basic Statistical Analysis 2	3
MKT 2210	Fundamentals of Marketing	3
Total credit hours		30
Year 3		
HNSC 3300 or	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients & Human Health	
HNSC 3350	Culture and Food Patterns	3
HNSC 3330	Ingredient Technology for Designed Foods	3
<del>HMEC 2000</del> HNSC 2000	Research Methods and Presentation	3
HMEC 3000	Introduction to Social Epidemiology	3
FOOD 4150	Food Microbiology	3
	Program Electives	6
	Free Elective	6
Total credit hours		30
Year 4		
HNSC 3260	Food Quality Evaluation	3
HNSC 4160	Seminar in Foods & Nutrition	3
HNSC 4270	Sensory Evaluation of Food	3
HNSC 4280	Food Product Development	3
HNSC 4290	Food, Nutrition, & Health Policies	3
	Program Elective	3
	Free electives	12
Total credit hours		30

#### Suggested Progression of Program: Food Industry Option

##### Year 1

Course No.		Credit Hours
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health & Changing Lifestyles	3
CHEM 1300	Structure & Modeling in Chemistry	3
CHEM 1320 or	Introduction to Organic Chemistry	3
CHEM 1310	Introduction to Physical Chemistry	
BIOL 1410 or	Anatomy of the Human Body	3-6
BIOL 1020 and	Biology 1	
BIOL 1030	Biology 2	
BIOL 1412	Physiology of the Human Body	3
PSYC 1200 or	Introduction to Psychology	6
SOC 1200	Introduction to Sociology	
	Free Elective(s)	3-6
Total credit hours		30
Year 2		
HNSC 2130	Nutrition through the Life Cycle	3
HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional, & Nutritional Properties of Food	3
HNSC 2160	Food Preparation & Preservation	3
CHEM 2770	Elements of Biochemistry 1	3
CHEM 2780	Elements of Biochemistry 2	3
HEAL 2600	Integration of Health Determinants of Individuals	3
STAT 1000	Basic Statistical Analysis 1	3
MKT 2210	Fundamentals of Marketing	3
GMGT 1010	Business and Society	3
Total credit hours		30
Year 3		
HNSC 3300 or	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients & Human Health	
HNSC 3330	Ingredient Technology for Designed Foods	3
<del>HMEC 2000</del> HNSC 2000	Research Methods and Presentation	3
HMEC 3000	Introduction to Social Epidemiology	3
FOOD 4150	Food Microbiology	3
STAT 2000	Basic Statistical Analysis 2	3
	Concentration Electives	6

	Free Electives	6
Total credit hours		30
Year 4		
HNSC 3260	Food Quality Evaluation	3
HNSC 4160	Seminar in Foods & Nutrition	3
HNSC 4280	Food Product Development	3
HNSC 4364	Food Industry Option Practicum	6
FOOD 4310	Introduction to HACCP	3
	Concentration Electives	9
	Free elective	3
Total credit hours		30

#### 4.2.2.1 Pre-Professional Preparation

Students in the Human Nutritional Sciences program can complete the entrance requirements for several professional programs as part of the degree.

##### A. Dietetics Preparation:

##### 1. Courses required to build into the Human Nutrition Option program:

Course Number	Course Name	Credit Hours	Placement in Program
GMGT 1010	Business and Society	3	Free Elective
HNSC 3342	Management for Food and Nutrition Professionals	3	Department Elective
HNSC 4140	Quantity Food Production and Management	3	Department Elective
HNSC 4xxx	One of HNSC 4300, HNSC 4310, HNSC 4362 or HNSC 4340	3 – 6	Department Elective
HNSC 4320	Nutrition Management of Disease States	3	HNSC 4300 or HNSC 4320

2. Entry into a dietetic internship is competitive. It is strongly recommended that students seek advice from the Department on all aspects of preparing an application to an internship.

Students admitted to the Department of Human Nutritional Sciences in September 2007 or later, will be eligible to apply to be pre-selected by the Manitoba Partnership Dietetic Education Program (MPP) after completion of 60 – 90 credit hours. Details of the pre-selection process and the academic rating selection criteria will be published by the MPP and a link is available on the Faculty of Agricultural and Food Sciences' web site. If students are not pre-selected by the MPP, there are other opportunities to apply in the final year of degree for internships following degree completion.

3. For those intending to apply for a dietetic internship, the second degree's Dietetics Preparation program meets the course requirements in Human Nutritional Sciences, but not all the other supporting course requirements, for example, psychology/sociology, humanities or social sciences, microbiology, research methods, communication arts, basic principles of management. Check with an Academic Advisor to review the supporting course requirements from previous academic work.

Suggested Progression of Program: Dietetics Preparation		
Year 1		
Course No.		Credit Hours
HNSC 1200	Food: Facts and Fallacies	3
HNSC 1210	Nutrition for Health & Changing Lifestyles	3
CHEM 1300	Structure & Modeling in Chemistry	3
CHEM 1320 or	Introduction to Organic Chemistry	3
CHEM 1310	Introduction to Physical Chemistry	
BIOL 1410 or	Anatomy of the Human Body	3-6
BIOL 1020 and	Biology 1	
BIOL 1030	Biology 2	
BIOL 1412	Physiology of the Human Body	3
PSYC 1200 or	Introduction to Psychology	6
SOC 1200	Introduction to Sociology	
	Free Elective(s)	3-6
Total credit hours		30
Year 2		
HNSC 2130	Nutrition through the Life Cycle	3

HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional, & Nutritional Properties of Food	3
HNSC 2160	Food Preparation & Preservation	3
CHEM 2770	Elements of Biochemistry 1	3
CHEM 2780	Elements of Biochemistry 2	3
HEAL 2600	Integration of Health Determinants of Individuals	3
STAT 1000	Basic Statistical Analysis 1	3
STAT 2000	Basic Statistical Analysis 2	3
GMGT 1010	Business and Society	3
Total credit hours		30
Year 3		
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients & Human Health	3
HNSC 3320	Nutrition Education & Dietary Change	3
HNSC 3330	Ingredient Technology for Designed Foods	3
HNSC 3342	Management for Food and Nutrition Professionals	3
<del>HMEC 2000</del> HNSC 2000	Research Methods and Presentation	3
HMEC 3000	Introduction to Social Epidemiology	3
FOOD 4150	Food Microbiology	3
HNSC	HNSC elective	3
	Free Elective	3
Total credit hours		30
Year 4		
HNSC 4140	Food Production & Management	3
HNSC 4160	Seminar in Foods & Nutrition	3
HNSC 4290	Food, Nutrition, & Health Policies	3
HNSC 4320	Nutrition Management of Disease States	3
HNSC	One of HNSC 4300, 4310, 4340, or 4362	3-6
HNSC	HNSC elective	0-3
	Free electives	12
Total credit hours		30

#### NOTES:

1. Under required courses, students can take either **CHEM 1320** (University 1: Introduction to Organic Chemistry) or **CHEM 1310** (University 1: Introduction to Physical Chemistry). **CHEM 1320** may not be held with **CHEM 2210**.

2. Under required courses, students can take either CHEM/MBIO 2770 (Elements of Biochemistry 1) or CHEM/MBIO 2360 (Biochemistry 1: Biomolecules and an Introduction to Metabolic Energy).

3. Under required courses, students can take either CHEM/MBIO 2780 (Elements of Biochemistry 2) or CHEM/MBIO 2370 (Biochemistry 2: Catabolism, Synthesis, and Information Pathways).

4. Under required courses, students can take either BIOL 1412 (Physiology of the Human Body) or BIOL 2410 (Human Physiology 1) and BIOL 2420 (Human Physiology 2). Note that students selecting BIOL 1020 and 1030 are not required to complete BIOL 1410, and will decrease electives by 3 credit hours. The selection of BIOL 1020 and 1030 will have more options with regard to taking higher level Biology courses as electives.

5. Nine credit hours of courses from either the Asper School of Business and/or from 3<sup>rd</sup> and 4<sup>th</sup> Food Science (Food) courses.

#### B. Medicine or Dentistry:

Admission requirements to Medicine and Dentistry can be found in the Applicant Information Bulletins on the Admissions webpage

#### C. Master of Physician Assistant Studies:

This program requires completion of a 4 year degree (120 credit hours) including Human Anatomy, Human Physiology, and Biochemistry. Information regarding specific course numbers is found on the Faculty of Medicine's website.

#### D. Law:

This program's requirements can be found on the Faculty of Law's Applicant Information Bulletin.

#### E. Physical and Occupational Therapy:

Build in the admission required courses to the Human Nutritional Sciences degree. Admission information and course requirements can be found on the Rady Faculty of Health Sciences website.

Talk to your Academic Advisor about how to incorporate the admission requirements for these professional programs or others.



#### 4.2.4 Bachelor of Science (Human Nutritional Sciences) - Agreement with Red River College Culinary Arts Program

Estimated time to completion based on prerequisites is 3 years.

Course Number	Course Name	Credit Hours
Required Courses		
CHEM 1300	Structure & Modeling in Chemistry	3
CHEM 1320 or CHEM 1310	Introduction to Organic Chemistry or Introduction to Physical Chemistry	3
CHEM 2770	Elements of Biochemistry 1 (see note 2)	3
CHEM 2780	Elements of Biochemistry 2 (see note 2)	3
STAT 1000	Basic Statistical Analysis 1	3
STAT 2000	Basic Statistical Analysis 2	3
BIOL 1410 or BIOL 1020 and BIOL 1030	Anatomy of the Human Body or Biology 1 and Biology 2 (see note 1)	3 – 6
BIOL 1412	Physiology of the Human Body (see note 1)	3
<del>HMEC 2000</del> <b>HNSC 2000</b>	Research Methods and Presentation	3
HNSC 2140	Basic Principles of Human Nutrition	3
HNSC 2150	Composition, Functional and Nutritional Properties of Food	3
HNSC 3300	Vitamins and Minerals in Human Health	3
HNSC 3310	Macronutrients and Human Health	3
HNSC 3320	Nutrition Education and Dietary Change (see note 5)	3
HNSC 3330	Ingredient Technology for Designed Foods	3
HNSC 4290	Food, Nutrition and Health Policies	3
HNS Courses for Area of Emphasis (6 credit hours from A or B)		
Choose one from A or B:		
A. Human Nutrition		
HNSC 4300 or HNSC 4320	Community Nutrition Intervention or Nutrition Management of Disease	3

	States	
<a href="#">HNSC 4310</a> <i>or</i> <a href="#">HNSC 4340</a> <i>or</i> <a href="#">HNSC 4350</a>	Nutrition and the Elderly <i>or</i> Maternal Nutrition <i>or</i> Nutrition Exercise and Sport	3
B. Foods		
<a href="#">HNSC 3260</a>	Food Quality Evaluation	3
<a href="#">HNSC 4540</a>	Functional Foods and Nutraceuticals	3
Electives		6

Notes:

1. Students must take [BIOL 1410](#) Anatomy of the Human Body or [BIOL 1020](#) Biology 1 and [BIOL 1030](#) Biology 2, *AND* require [BIOL 1412](#) Physiology of the Human Body (3 credits) in order to take [HNSC 3310](#)Macronutrients & Human Health and [HNSC 3300](#) Vitamins and Minerals in Human Health. If [BIOL 1020](#) and 1030 are selected then [BIOL 1412](#) will take the place of a 3 credit hours free elective. Students can take either [BIOL 1412](#) or [BIOL 2410](#) and [BIOL 2420](#).

2. Students can take either [CHEM/MBIO 2770](#) (Elements of Biochemistry 1) or [CHEM/MBIO 2360](#) (Biochemistry 1: Bio-molecules and an Introduction to Metabolic Energy). Students can take either [CHEM/MBIO 2780](#)(Elements of Biochemistry 2) or [CHEM/MBIO 2370](#) (Biochemistry 2: Catabolism, Synthesis, and Information Pathways).

3. [PSYC/SOC 1200](#) & [HNSC 2130](#) prerequisites are waived in this program for [HNSC 3320](#). [HNSC 2140](#) must be completed before registering for this course.

## **Faculty of Arts**

### **Faculty of Arts**

#### Introduction:

ARTS 2020 Introduction to Health Humanities Cr. Hrs. 3 +3.0

This interdisciplinary course is aimed at students interested in the health professions who are looking to gain awareness of the critical ways in which humanities disciplines can help to attune future health professionals to a number of critical and complicated issues that they will encounter in their practices. These issues include the problem of defining health, bioethical questions (abortion, physician assisted suicide, genetic testing, etc.), and relationships between patients and health professionals. This course will make use of a number of important disciplinary practices from the humanities and social sciences to attune students to these issues and give them the resources for handling them better in professional health care contexts.

**NET CHANGE IN CREDIT HOURS: +3.0**

#### Program modifications:

### **Faculty of Arts – Art History**

Modifications to the following programs are outlined on the next 3 pages:

- **Bachelor of Arts (General Major) in Art History**
- **Minor in Art History**

## School of Art: Art History

- Modification to List B (courses used in the General Major and Minor). Addition of FAAH 3930 to List B.

Added Material

~~Deleted Material~~

### 9.1 School of Art: Art History

**Program Coordinator:** L. Stirling

**Program Office:** 349 University College

**Telephone:** 204 474 7357

#### 9.1.1 Program Information

For entry, continuation and graduation requirements for the General Degree, Advanced Degree and Honours Degree, see Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs. **NOTE:** It is strongly recommended that students majoring in Art History have competence in a second language.

#### 9.1.2 Art History

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>GENERAL MAJOR TOTAL: 30 CREDIT HOURS</b>			
FAAH 1030, FAAH 1040	<ul style="list-style-type: none"><li>FA 1990</li><li>12 credit hours from List A</li><li>FAAH 3260 or FAAH 3270</li><li>9 credit hours from either List A or List B</li></ul>		
<b>MINOR TOTAL: 18 CREDIT HOURS</b>			
FAAH 1030, FAAH 1040	12 credit hours from either List A or List B		

### Introductory Courses

FAAH 1030	Introduction to Art 1A	3
FAAH 1040	Introduction to Art 2A	3
FA 1990	First Year Field Trip	0

### List A

### Faculty of Arts

Classics

CLAS 2670	Greek Art and Archaeology	3
CLAS 2680	Roman Art and Archaeology	3

### **School of Art**

#### **Art History**

FAAH 1100	Survey of Asian Art	3
FAAH 2060	Medieval to Early Renaissance Art and Architecture	3
FAAH 2070	Renaissance to Baroque Art and Architecture	3
FAAH 2080	Modern to Contemporary Art	3
FAAH 2090	Art of the North American Aboriginal Peoples	3
FAAH 2110	Women and Art	3

### **List B**

#### **School of Art**

FAAH 2910	Field Studies in Art History 1	3
FAAH 2920	Field Studies in Art History 2	6
FAAH 2930	Writing about Art	3
FAAH 3130	Topics in Medieval Art and Architecture	3
FAAH 3140	Topics in Renaissance and Baroque Art and Architecture	3
FAAH 3150	Topics in 18th and 19th Century Art	3
FAAH 3160	Topics in 20th Century Art	3
FAAH 3180	History of Photography	3
FAAH 3190	History of Ceramics	3
FAAH 3200	Art in New Media	3
FAAH 3202	Contemporary Art History	3
FAAH 3212	Introduction to the Theory of Art	3
FAAH 3220	Topics in Aboriginal Art	3

FAAH 3230	Chinese Art and Architecture	3
FAAH 3240	Japanese Art and Architecture	3
FAAH 3250	Topics in Art History	3
FAAH 3260	Canadian Art and Architecture to World War II	3
FAAH 3270	Canadian Art Since World War II	3
FAAH 3280	Early Byzantine Art and Architecture	3
FAAH 3290	Later Byzantine Art and Architecture	3
FAAH 3430	Inuit Art	3
FAAH 3590	Islamic Art and Architecture	3
FAAH 3780	Twentieth Century American Art Until 1950	3
FAAH 3930	<u>Introduction to Curatorial Studies</u>	<u>3</u>
FAAH 4060	Seminar on the Theory and Criticism of Art	3
FAAH 4070	Seminar in Art History 1	3
FAAH 4090	Seminar on Contemporary Issues in Art	3
FAAH 4710	Directed Study 1	3
FAAH 4720	Directed Study 2	3

## Anthropology

Modification:

ANTH 3930 Ethnographic Research Methods Cr.Hrs. 3

0.0

A survey of ethnographic research methods with an emphasis on qualitative approaches, including both field and analytical techniques. Students may not hold credit for both ANTH 3930 and the former ANTH 3390. Prerequisite: [a grade of "C" or better in ANTH 2000 or ANTH 2001] or written consent of instructor.

**NET CHANGE IN CREDIT HOURS: +3.0**

## Canadian Studies

Program modifications:

Modifications to the following programs are outlined on the next six (6) pages:

- **Bachelor of Arts (General Major) in Canadian Studies**
- **Bachelor of Arts (Single Honours) in Canadian Studies**
- **Bachelor of Arts (Double Honours) in Canadian Studies**
- **Minor (Concentration) in Canadian Studies**

**Canadian Studies**

- Modification of the list of Approved Courses in Canadian Studies used in the General Major, Minor (Concentration), Single Honours, Double Honours

Added Material

~~Deleted Material~~

**8.3.2.1 List of Approved Courses in Canadian Studies****List of Approved Courses in Canadian Studies**

Courses designated (USB) are offered in French at Université de Saint-Boniface.

**Faculty of Arts****Canadian Studies**

CDN 1130	Introduction to Canadian Studies	6
CDN 3730	Canadian Identity: An Interdisciplinary Approach	3
CDN 4410	Seminar in Canadian Studies	6

**Anthropology**

ANTH 2040	Native North America: A Sociocultural Survey	3
ANTH 2041	Les Amérindiens de l'Amérique du nord: une étude socioculturelle (USB)	3
ANTH 2640	Manitoba Prehistory	3
ANTH 3461	Ethnologie des Amérindiens de l'Amérique du Nord (USB)	3
ANTH 3500	Peoples of the Arctic	3
ANTH 3501	Peuples de l'Arctique (USB)	3
ANTH 3550	Canadian Subcultures	3
ANTH 3551	Sous-cultures canadiennes (USB)	3
ANTH 3910	Archaeological Field Training	6

**Economics**

ECON 1210	Introduction to Canadian Economic Issues and Policies	3
ECON 1211	Introduction aux politiques et aux problèmes économiques canadiens (USB)	3
ECON 2310	Canadian Economic Problems	6
ECON 2311	Les problèmes économiques du Canada (USB)	6
ECON 2350	Community Economic Development	3
ECON 2362	Economics of Gender	3
ECON 3301	Histoire économique du Canada (USB)	6
ECON 3690	Economic Issues of Health Policy	3
ECON 3720	Urban and Regional Economics and Policies	3

**English, Theatre, Film & Media**

ENGL 2270	Canadian Literature	6
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ENGL 3270	Studies in Canadian Literature	3
ENGL 3271	Studies in Canadian Literature	3
FILM 2430	The Canadian Film	3
Français (USB)		
FRAN 2881	Civilisation canadienne-française (USB)	3
FRAN 3531	Le théâtre québécois (USB)	3
FRAN 3541	Le théâtre de l'Ouest (USB)	3
FRAN 3851	Le théâtre de l'Ouest: poésie, nouvelles (USB)	3
FRAN 3861	Le théâtre de l'Ouest: romans (USB)	3
French, Spanish and Italian		
FREN 2700	Poésie et théâtre canadiens-français (B)	3
FREN 3140	Roman canadien-français (B)	3
FREN 3850	Civilisation canadienne-française (C)	3
History		
HIST 1390	History of Colonial Canada: 1500-1885 (C)	3
HIST 1400	History of the Canadian Nation Since 1867 (C)	3
HIST 1440	History of Canada (C)	6
HIST 1441	Histoire du Canada (USB)	6
HIST 2191	Histoire économique et sociale canadienne du XIXe siècle (USB)	6
HIST 2200	Labour History: Canada and Beyond (C) (Cross-listed with Labour Studies LABR 2200)	3
HIST 2280	Aboriginal History of Canada (C)	6
HIST 2282	Inventing Canada (C)	3
HIST 2286	Modern Canada (C)	3
HIST 2288	History of Social Movements in Canada (C)	3
HIST 2971	Le Canada moderne: de 1921 à nos jours (USB)	6
HIST 3050	Canada since 1945 (C)	6
HIST 3052	Canada since the 1960s (C)	3
HIST 3054	Canada and the United States (C)	3
HIST 3214	Canada's Left: Rebellion and Repression (C) (Cross-listed with Labour Studies LABR 3214)	3
HIST 3250	Canada and the World, 1867 to the Present (C)	6
HIST 3442	Race, Ethnicity, Immigration, and Nation in Canadian History (C)	3
HIST 3572	The History of Women, Gender, and Sexuality in Canada (C)	6
HIST 3690	History of Northern Canada (C)	6
HIST 3721	Histoire du Manitoba (C) (USB)	6
HIST 3730	A History of Western Canada (C)	6
HIST 3780	Studies in Canadian History 1 (C)	3
HIST 3781	Études choisies en histoire du Canada 1 (USB)	3
HIST 3791	Études choisies en histoire du Canada 2 (USB)	3

<u>HIST 3910</u>	The Ukrainians in Canada (C)	3
<u>HIST 4060</u>	Gender History in Canada (C)	6
<u>HIST 4280</u>	Topics in the Cultural History of Canada (C)	6
<u>HIST 4340</u>	Introduction to Archival Science (G)	6
<u>HIST 4680</u>	Social History of Health and Disease in Modern Canada (C)	6
<u>HIST 4890</u>	Canadian Social History (C)	6
Icelandic		
<u>ICEL 2230</u>	Contemporary Icelandic-Canadian Literature	3
<u>ICEL 4440</u>	The Icelanders in Canada	3
Labour Studies		
<u>LABR 2200</u>	Labour History: Canada and Beyond (C) (Cross-listed with History <u>HIST 2200</u> )	3
<u>LABR 3214</u>	Canada's Left: Rebellion and Repression (C) (Cross-listed with History <u>HIST 3214</u> )	3
<u>LABR 3510</u>	Industrial Relations (Cross-listed with Economics ECON 3510)	6
Linguistics		
<u>LING 1360</u>	Languages of Canada	3
Native Studies		
<u>NATV 1200</u>	<u>The Native Peoples of Canada</u>	6
<u>NATV 1200</u>	<u>Indigenous Peoples in Canada</u>	6
<u>NATV 1220</u>	<u>The Native Peoples of Canada, Part 1</u>	3
<u>NATV 1220</u>	<u>Indigenous Peoples in Canada, Part 1</u>	3
<u>NATV 1240</u>	<u>The Native Peoples of Canada, Part 2</u>	3
<u>NATV 1240</u>	<u>Indigenous Peoples in Canada, Part 2</u>	3
<u>NATV 1250</u>	Introductory Cree 1	3
<u>NATV 1260</u>	Introductory Cree 2	3
<u>NATV 1270</u>	<u>Introductory Ojibway 1</u>	3
<u>NATV 1270</u>	<u>Introductory Anishinaabemowin (Ojibwe) 1</u>	3
<u>NATV 1280</u>	<u>Introductory Ojibway 2</u>	3
<u>NATV 1280</u>	<u>Introductory Anishinaabemowin (Ojibwe) 2</u>	3
<u>NATV 1290</u>	Introductory Inuktitut	3
<u>NATV 2020</u>	<u>The Métis of Canada</u>	3
<u>NATV 2020</u>	<u>The Métis in Canada</u>	3
<u>NATV 2040</u>	<u>Native Peoples of the Northern Plains</u>	3
<u>NATV 2040</u>	<u>The Dakota, Lakota, and Nakota Nations</u>	3
<u>NATV 2060</u>	<u>The Native Peoples of the Eastern Woodlands</u>	3
<u>NATV 2060</u>	<u>Eastern Woodlands Encounters Columbus to Confederation</u>	3
<u>NATV 2070</u>	<u>The Native Peoples of the Subarctic</u>	3
<u>NATV 2070</u>	<u>Cree, Innu, and Dene Nations</u>	3

NATV 2080	Inuit Society and Culture	3
NATV 2220	<del>Native Societies and the Political Process</del>	<del>3</del>
NATV 2220	<u>Indigenous Societies and the Political Process</u>	<u>3</u>
NATV 2250	Intermediate Cree	6
NATV 2272	<del>Intermediate Ojibway 1</del>	<del>3</del>
NATV 2272	<u>Intermediate Anishinaabemowin (Ojibwe) 1</u>	<u>3</u>
NATV 2274	<del>Intermediate Ojibway 2</del>	<del>3</del>
NATV 2274	<u>Intermediate Anishinaabemowin (Ojibwe) 2</u>	<u>3</u>
NATV 2300	Cree Literature	3
NATV 2320	<del>Structure of the Cree Language</del>	<del>3</del>
NATV 2410	Canadian Native Literature	3
NATV 2410	<u>Indigenous Literature in Canada</u>	<u>3</u>
NATV 2420	Inuit Literature in Translation	3
NATV 2450	<del>Images of Indians in North American Society</del>	<del>3</del>
NATV 2450	<u>Images of the “Indian” in North American Society</u>	<u>3</u>
NATV 3000	Selected Topics	3
NATV 3222	<u>Structure of the Anishinaabemowin (Ojibwe) Language</u>	<u>3</u>
NATV 3224	<u>Structure of the Cree Language</u>	<u>3</u>
NATV 3240	<del>Native Medicine and Health</del>	<del>3</del>
NATV 3240	<u>Indigenous Medicine and Health</u>	<u>3</u>
NATV 3270	The Métis Nation	3
NATV 3280	<del>Aboriginal Peoples and the Canadian Justice System</del>	<del>3</del>
NATV 3280	<u>Indigenous People and the Canadian Justice System</u>	<u>3</u>
NATV 3300	<del>Native Language Planning and Development</del>	<del>3</del>
NATV 3300	<u>Indigenous Language Planning and Development</u>	<u>3</u>
NATV 3310	<del>Canadian Law and Aboriginal Peoples</del>	<del>3</del>
NATV 3310	<u>Canadian Law and Indigenous Peoples</u>	<u>3</u>
NATV 3340	Circumpolar Cultures and Lifestyles	3
NATV 3370	Political Development in the North	3
NATV 3380	<del>Cultural Constructions of Gender in Canadian Aboriginal Societies</del>	<del>3</del>
NATV 3380	<u>Gender and Indigenous Societies</u>	<u>3</u>
NATV 4200	First Nations Government	3
NATV 4210	Seminar in Contemporary and Historical Métis Issues	3
NATV 4220	Environment, Economy and Aboriginal People	3
NATV 4230	<del>Traditional Knowledge and Native Studies Research</del>	<del>3</del>
NATV 4230	<u>Traditional Knowledge and Indigenous Studies Research</u>	<u>3</u>
NATV 4240	Arctic Lifestyles	3
NATV 4250	<del>Topics on Aboriginal Identities</del>	<del>3</del>
NATV 4250	<u>Indigenous Identities</u>	<u>3</u>
NATV 4280	<del>Missionaries, Colonialism and Aboriginal Peoples</del>	<del>3</del>
NATV 4280	<u>Missionaries, Colonialism and Indigenous People</u>	<u>3</u>

## Political Studies

<u>POLS 1502</u>	Introduction to Political Studies	3
<u>POLS 1506</u>	Survey of Political Studies	3
<u>POLS 2070</u>	<del>Introduction to Canadian Government</del>	<del>6</del>
<u>POLS 2073</u>	Introduction à la politique canadienne 1: État et société (USB)	3
<u>POLS 2075</u>	Introduction à la politique canadienne II: Institutions et politiques publiques (USB)	3
<u>POLS 2561</u>	Questions d'actualité en politique Canadienne (USB)	6
<u>POLS 2571</u>	Initiation à l'administration publique (USB)	6
<u>POLS 2702</u>	<u>Introduction to Canadian Politics</u>	<u>3</u>
<u>POLS 2802</u>	<u>Introduction to Indigenous Politics</u>	<u>3</u>
<u>POLS 3100</u>	Gender and Politics in Canada	3
<u>POLS 3170</u>	<del>The Canadian Charter of Rights and Freedoms</del>	<del>3</del>
<b><u>POLS 3171</u></b>	<b><u>La Charte canadienne des droits et libertés</u></b>	<b><u>3</u></b>
<u>POLS 3470</u>	Canadian Public Management	3
<u>POLS 3512</u>	<u>Canadian Foreign and Defence Policy I</u>	<u>3</u>
<u>POLS 3514</u>	<u>Canadian Foreign and Defence Policy II</u>	<u>3</u>
<u>POLS 3520</u>	<del>Canadian Foreign and Defence Policy</del>	<del>6</del>
<u>POLS 3670</u>	Canadian Political Parties	3
<u>POLS 3730</u>	<u>Canadian Constitutional Politics</u>	<u>3</u>
<u>POLS 3740</u>	<u>Provincial Politics</u>	<u>3</u>
<u>POLS 3750</u>	<u>City Politics</u>	<u>3</u>
<u>POLS 3860</u>	Canadian Federalism	3
<u>POLS 3940</u>	<u>Canadian Public Policy</u>	<u>3</u>
<u>POLS 3960</u>	<del>Canadian Politics</del>	<del>6</del>
<u>POLS 4070</u>	Advanced Seminar: Canadian Government	3
<u>POLS 4080</u>	Advanced Seminar: Canadian Democracy	3
<u>POLS 4140</u>	Canadian Political Ideas	3
<u>POLS 4150</u>	Indigenous Governance	3
<u>POLS 4180</u>	<del>Provincial Politics in Canada</del>	<del>3</del>
<u>POLS 4190</u>	Manitoba Politics and Government	3
<u>POLS 4560</u>	<u>Canada and the Arctic</u>	<u>3</u>
<u>POLS 4640</u>	<u>Comparative Indigenous Politics</u>	<u>3</u>
<u>POLS 4660</u>	<del>The State in the Economy</del>	<del>6</del>
<u>POLS 4860</u>	<del>The Canadian Policy Process</del>	<del>6</del>

## Religion

<u>RLGN 2590</u>	Religion and Social Issues	3
<u>RLGN 2591</u>	La religion et les problèmes sociaux (USB)	3

## Slavic Studies

<u>UKRN 2410</u>	Ukrainian Canadian Cultural Experience	3
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## Sociology and Criminology

SOC 2320	Canadian Society and Culture	3
SOC 2321	La société Canadienne et sa culture (USB)	3
SOC 2370	Ethnic Relations	3
SOC 2371	Rapports ethniques (USB)	3
SOC 2531	Sociologie du Manitoba (USB)	6
SOC 2610	Sociology of Criminal Justice and Corrections	3
SOC 2620	The Sociology of Aging	3
SOC 3380	Power, Politics and the Welfare State	3
SOC 3471	Sociologie politique (USB)	3
SOC 3700	Sociology of Law	3

## Ukrainian Canadian Heritage Studies

UCHS 3100	The Ukrainian Arts in Canada	3
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## School of Art

FAAH 3260	Canadian Art and Architecture to World War II	3
FAAH 3270	Canadian Art Since World War II	3
FAAH 3430	Inuit Art	3

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

### Geography

GEOG 2570	Geography of Canada (A)	3
GEOG 2900	Geography of Canadian Prairie Landscapes (A)	3
GEOG 3431	Géographie du Canada (USB)	3
GEOG 3481	Particularités de la géographie du Canada (USB)	3

## Classics

### Introduction:

CLAS 2180 Ancient Greece and Rome through Film Cr. Hrs. 3 +3.0

Using film as an entry point for the discussion of the ancient Greeks and Romans, this course explores myth, ancient literary genres, and cultural practices. Included will be films that directly engage with their source material, are modern reinterpretations, and that respond to universal themes or narrative patterns. Students may not hold credit for both CLAS 2180 and CLAS 2500 when titled "Ancient Greece and Rome through Film."

### **NET CHANGE IN CREDIT HOURS: +3.0**

### Program modifications:

Modifications to the following programs, involving changes to List A, are outlined on the next page:

- **Bachelor of Arts (General Major) in Classical Studies**
- **Bachelor of Arts (Single Advanced Major) in Classical Studies**
- **Bachelor of Arts (Double Advanced Major) in Classical Studies**
- **Minor (Concentration) in Classical Studies**

## Classics

- Modification to the List of Courses offered by other departments available for credit in a Major/Minor (Concentration) in Classics.

### Added Material

### ~~Deleted Material~~

#### **List A: Approved List of Courses Offered by Other Departments Acceptable for Credit in a Major/Minor (Concentration) in Classical Studies**

##### History

<u>HIST 2420</u>	The Medieval World (D)	6
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##### Philosophy

<u>PHIL 2650</u>	Plato	3
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<u>PHIL 2660</u>	Aristotle	3
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##### Religion

RLGN 2112	Medicine, Magic, and Miracle in the Ancient World	3
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<u>RLGN 2550</u>	<del>History of Early Christian Thought</del>	3
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<u>RLGN 2730</u>	Jews and Judaism in Antiquity	3
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<u>RLGN 3640</u>	Religion in the Hellenistic and Roman Mediterranean	3
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## English, Theatre, Film & Media

### Introductions:

ENGL 2620 Introduction to Print Culture and Book History Cr.Hrs. 3 +3.0

This course will introduce students to a broad range of methodologies and topics important for the study of book history, print and post-print culture. Students will study texts from and/or about the four main areas of book history: manuscript, hand-press printing, machine press printing, and digital publishing while also being introduced to the methodologies of authorship and reception studies. Prerequisite: [a grade of "C" or better in one of: ENGL 1200 or ENGL 1201 or ENGL 1300 or ENGL 1301] or [a grade of "C" or better in each of ENGL 1400 (the former ENGL 1310) and ENGL 1340].

ENGL 3620 Special Topics in Print Culture and Book History Cr.Hrs. 3 +3.0

Content of this course will vary from year to year and from section to section. However, all courses under this designation will be primarily (but not exclusively) focused on the conditions of dissemination and/or reception of the works being discussed and on their material form. Students are asked to consult the Department of English, Theatre, Film & Media website for detailed course descriptions. As the course content will vary from year to year, students may take this course more than once for credit. Prerequisite: a grade of "C" or better in six hours of English at or above the 2000 level.

**NET CHANGE IN CREDIT HOURS: +6.0**

## Global Political Economy

### Program modifications:

Modifications to the following programs are outlined on the next 5 pages:

- **Bachelor of Arts (General Major) in Global Political Economy**
- **Bachelor of Arts (Single Advanced Major) in Global Political Economy**



## Global Political Economy

- Modification of the General Major and Advanced Major

Added Material

~~Deleted Material~~

### 8.13.1 Program Information

Global Political Economy (GPE) is an interdisciplinary program offered through five departments: History, Sociology and Criminology, Economics, Anthropology, and Political Studies. The program draws on multiple disciplinary perspectives to develop critical understanding of complex, contemporary global events and issues, and to build the research, analytical, and communication skills necessary to address them. Faculty from each participating discipline collaborate to create Major and Advanced Major degree programs focused on analyzing changes in global political and economic relations, and linking them with local issues, cultures, and political economies.

For entry to the General Major, the prerequisite is a grade of "C" or better in the following: both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220; and 6 credit hours from GPE 1700 (or GEOG 1700), HIST 1370, HIST 1380, HIST 1500, HIST 2730, HIST 2732, HIST 2734.

For entry to the Single Advanced Major, the prerequisite is a grade of "C" or better in the following: both ECON 1010 and ECON 1020, or both ECON 1210 and ECON 1220; and 6 credit hours from GPE 1700 (or GEOG 1700), HIST 1370, HIST 1380, HIST 1500, HIST 2730, HIST 2732, HIST 2734, POLS 4000, POLS 2602.

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

**Note:** Students who declare and complete a Major will not be required or allowed to complete a separate field for a Minor for purposes of satisfying degree requirements.

### 8.13.2 Global Political Economy

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>GENERAL MAJOR: TOTAL: 48 CREDIT HOURS</b>			
<ul style="list-style-type: none"> <li>• 6 credit hours from the following: HIST 1370, HIST 1380, HIST 1500, HIST 2730, HIST 2732, HIST 2734</li> <li>• ECON 1010 and ECON 1020, or ECON 1210 and ECON 1220</li> <li>• GPE 1700 (or GEOG 1700)</li> </ul>	<ul style="list-style-type: none"> <li>• ANTH 2000<sup>2</sup></li> <li>• ECON 2540</li> <li>• ECON 2550</li> <li>• GPE 2700</li> <li>• SOC 2290<sup>3</sup>, or both ANTH 3930 and STAT 1000</li> </ul>	<ul style="list-style-type: none"> <li>• ANTH 3320<sup>2</sup></li> <li>• GPE 3700</li> <li>• POLS 3250<sup>4</sup></li> <li>or ANTH 3750</li> <li>• POLS 3270<sup>4</sup></li> <li>• SOC 3380 or SOC 3838 or SOC 3840 or SOC 3890<sup>3</sup></li> </ul>	

**SINGLE ADVANCED MAJOR TOTAL: 66 CREDIT HOURS**

<ul style="list-style-type: none"> <li>• 6 credit hours from the following: HIST 1370, HIST 1380, HIST 1500, HIST 2730, HIST 2732, HIST 2734</li> <li>• ECON 1010 and ECON 1020, or ECON 1210 and ECON 1220</li> <li>• GPE 1700 (or GEOG 1700)</li> <li>• POLS 1000, POLS 2602</li> </ul>	<ul style="list-style-type: none"> <li>• ANTH 2000<sup>2</sup></li> <li>• ECON 2540</li> <li>• ECON 2550</li> <li>• GPE 2700</li> <li>• SOC 2290<sup>3</sup>, or both ANTH 3930 and STAT 1000</li> </ul>	<ul style="list-style-type: none"> <li>• ANTH 3320<sup>2</sup></li> <li>• GPE 3700</li> <li>• POLS 3250<sup>4</sup> or ANTH 3750</li> <li>• POLS 3270<sup>4</sup></li> <li>• SOC 3380 or SOC 3838 or SOC 3840 or SOC 3890<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• GPE 4700</li> </ul>
In years 2, 3 and 4 students must take an additional 9 credit hours from List A.			

**NOTES:**

<sup>1</sup> Students in the General Major are very strongly advised to include in their elective courses a minimum of 6 credit hours from the following list (if not already taken in the core requirements): ANTH 2530, ANTH 3750, ECON 2630, HIST 1370, HIST 1380, HIST 1500, HIST 2670, HIST 2680, HIST 2730, HIST 2732, HIST 2734, POLS 1000, POLS 2602, POLS 2040, POLS 2504, POLS 3250, POLS 3810, SOC 3380, SOC 3838, SOC 3840, SOC 3890.

<sup>2</sup> Students are advised to take ANTH 1220 or ANTH 1520 as an elective in Year 1 as it is the prerequisite for some upper level Anthropology courses. Otherwise, students will require written consent of Anthropology department head prior to registration.

<sup>3</sup> Students are advised to take SOC 1200 as an elective in Year 1 as it is the prerequisite for upper level Sociology courses. Otherwise, students will require written consent of Sociology and Criminology department head prior to registration.

<sup>4</sup> Students are advised to take POLS 2040, POLS 2504 as an elective in Year 2 as it is the prerequisite for upper level Political Studies courses. Otherwise, students will require written consent of Political Studies department head prior to registration.

### List of Courses for Global Political Economy

See the departmental Calendar section for full course descriptions.

#### Global Political Economy

GPE 1700	Social Justice in the 21 <sup>st</sup> Century: Global Political Economy and Environmental Change (same as GEOG 1700)	3
GPE 2700	Perspectives on Global Political Economy	3
GPE 3700	A Survey of Global Political Economy	3
GPE 4700	Studies in Global Political Economy	6

#### Anthropology

ANTH 2000	Culture, Society, and Power	3
ANTH 2530	Anthropology of Political Systems	3
ANTH 3320	Women in Cross-Cultural Perspective	3
ANTH 3750	Globalization and the World-System	3

#### Economics

ECON 1010	Introduction to Microeconomic Principles	3
ECON 1020	Introduction to Macroeconomic Principles	3
ECON 1210	Introduction to Canadian Economic Issues and Policies	3
ECON 1220	Introduction to Global and Environmental Economic Issues and Policies	3
ECON 2540	Political Economy 1: Production and Distribution	3
ECON 2550	Political Economy 2: Economic Growth and Fluctuations in a Global Economic Environment	3

#### History

HIST 1370	An Introduction to Modern World History: 1500-1800 (M)	3
HIST 1380	An Introduction to Modern World History: 1800 - Present (M)	3

HIST 1500	An Introduction to Modern World History: 1500 - Present (M)	6
HIST 2730	Modern World History, 1914-1945: The 30 Years' Crisis (G,M)	3
HIST 2732	Modern World History, 1945-1992: The Age of Three Worlds (G,M)	3
HIST 2734	Modern World History, 1980-Present: New World Order? (G,M)	3

#### Political Studies

POLS 1000	<del>Democracy and Development</del>	3
POLS 2602	<u>Introduction to Comparative Politics</u>	<u>3</u>
POLS 3250	International Political Economy	3
POLS 3270	Theories of the Capitalist World Order	3

#### Sociology and Criminology

SOC 2290	Introduction to Research Methods	6
SOC 3380	Power, Politics and the Welfare State	3
SOC 3838	Ecology and Society	3
SOC 3840	Community and Social Reconstruction	3
SOC 3890	Power and Inequality in Comparative Perspective	3

#### List A

##### Faculty of Arts

#### Anthropology

ANTH 2530	Anthropology of Political Systems	3
ANTH 3750	Anthropological Perspectives on Globalization and the World-System	3

#### Economics

ECON 2630	An Introduction to the World's Economies	6
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## History

<b>HIST 1370</b>	An Introduction to Modern World History: 1500-1800 (M)	3
<b>HIST 1380</b>	An Introduction to Modern World History: 1800 - Present (M)	3
<b>HIST 1500</b>	An Introduction to Modern World History: 1500 - Present (M)	6
<b>HIST 2670</b>	History of Capitalism (M)	3
<b>HIST 2680</b>	A History of Socialism from the French Revolution to the Present (M)	3
<b>HIST 2730</b>	Modern World History, 1914-1945: The 30 Years' Crisis (G,M)	3
<b>HIST 2732</b>	Modern World History, 1945-1992: The Age of Three Worlds (G,M)	3
<b>HIST 2734</b>	Modern World History, 1980-Present: New World Order? (G,M)	3
<b>HIST 3580</b>	Topics in Recent World History (M)	3
	Acceptable for credit only when the topic is "Global Economic Crises in World History, 1929-Present"	

## Political Studies

<b>POLS 2040</b>	<del>Introduction to International Relations</del>	<del>6</del>
<b>POLS 2504</b>	<u>Introduction to International Relations</u>	<u>3</u>
<b>POLS 3250</b>	International Political Economy	3
<b>POLS 3810</b>	Introduction to Marxism	3

## Sociology and Criminology

<b>SOC 2240</b>	Sociology of Globalization	3
<b>SOC 3380</b>	Power, Politics and the Welfare State	3
<b>SOC 3838</b>	Ecology and Society	3
<b>SOC 3840</b>	Community and Social Reconstruction	3
<b>SOC 3890</b>	Power and Inequality in Comparative Perspective	3

## Judaic Studies

Program modification:

Modifications to the **Minor (Concentration) in Judaic Studies** are outlined on the next 2 pages:

## Judaic Studies

- Modification to the list of courses acceptable for Judaic Studies Credit (List A)

Added Material

~~Deleted Material~~

## List A

### Courses Acceptable for Judaic Studies Credit

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

Course No.

Credit Hours

#### Classics

<u>CLAS 3260</u>	Hellenistic Civilization: History and Archaeology	3
<u>GRK 2810</u>	Prose Writings of the Hellenistic and Greco-Roman Periods	3

#### German and Slavic Studies

<u>GRMN 3260</u>	Representations of the Holocaust (B)	3
<u>GRMN 3262</u>	Representations of the Holocaust in English Translation (C)	3
<u>UKRN 2820</u>	Holodomor and Holocaust in Ukrainian Literature and Culture	3

#### History

<u>HIST 2240</u>	History of Antisemitism and the Holocaust (E)	6
<u>HIST 2250</u>	Social History of the Jews: Antiquity to Present (G)	6
<u>HIST 3062</u>	German and German-Jewish History, 1618 to the Present (E)	6
<u>HIST 3064</u>	German and German-Jewish History, 1618-1900 (E)	3
<u>HIST 3066</u>	German and German-Jewish History, 1900 to the Present (E)	3
<u>HIST 4500</u>	Jewish and European History and Historiography (E)	6

#### Political Studies

<u>POLS 3340</u>	Middle East Politics	3
<u>POLS 3342</u>	Arab-Israeli Conflict	3

## Religion

<b>RLGN 1120</b>	Biblical Hebrew	6
<b>RLGN 1390</b>	Readings in Biblical Hebrew 1	3
<b>RLGN 1400</b>	Readings in Biblical Hebrew 2	3
<b>RLGN 2140</b>	Introduction to Judaism	3
<b>RLGN 2160</b>	Introduction to Hebrew Scriptures	3
<b>RLGN 2160</b>	Hebrew Bible (Tanakh / "Old Testament")	3
<b>RLGN 2760</b>	Rabbinic Judaism	3
<b>RLGN 2770</b>	Contemporary Judaism	3
<b>RLGN 3280</b>	Hasidism	3
<b>RLGN 3400</b>	Zionism: Religious Perspectives	3
<b>RLGN 3800</b>	Selected Old Testament Literature and Themes	6
<b>RLGN 3810</b>	The Talmud	3
<b>RLGN 3824</b>	Kabbalah	3
<b>RLGN 3830</b>	The Bible as Story	3
<b>RLGN 4300</b>	Advanced Topics in Judaism	3



## Labour Studies

Introduction:

LABR 3370 Sociology of Work Cr.Hrs. 3

+3.0

An examination of work as a central aspect of human social life; its changing nature and content in response to technological, political, and social change; how work is organized and understood by employers and workers; its consequences for individuals, social institutions, and society. Students may not hold credit for LABR 3370 and any of: SOC 3370, SOC 3371, and LABR 3110 when titled "Sociology of Work." Prerequisite: a grade of "C" or better in the following: [LABR 1260 or LABR 1290] or [SOC 1200 or the former SOC 1201] or [both SOC 1211 and SOC 1221].

**NET CHANGE IN CREDIT HOURS: +3.0**

Program modifications:

Modifications to the following programs, including the modification of the (Single Advanced Major) to introduce a Co-operative Education Option, are outlined on the next 6 pages:

- **Bachelor of Arts (General Major) in Labour Studies**
- **Bachelor of Arts (Single Advanced Major) in Labour Studies**
- **Bachelor of Arts (Single Advanced Major) in Labour Studies, Co-operative Education Option**

## Labour Studies

- Modification of the General Major and Single Advanced Major

### Added Material

~~Deleted Material~~

#### 8.18.1 Program Information

This interdisciplinary program examines the social, economic and political realities of work. Social justice and fundamental rights, the way work is organized, the dynamics of power in the workplace and the political economy of labour are examined critically. We explore the past, present and future of the labour movement and the wide-ranging effects of globalization on our daily lives. Using theoretical and practical approaches, we examine the forces that shape working people's lives and our responses to them.

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

#### Major Program

For entry to the Major, the prerequisite is a grade of "C" or better in both [LABR 1260](#) and [LABR 1290](#). For students who have taken additional courses toward the Major, a minimum cumulative GPA of 2.00 is required on all courses including the higher grade of repeated courses and excluding failed courses.

A minimum cumulative GPA of 2.00 in all courses that comprise the Major is required to graduate including the higher grade of repeated courses and excluding failed courses.

#### Advanced Major Co-operative Education Option

Students interested in alternating employment terms and academic terms as part of the Advanced Major program in Labour Studies may apply to enter the Co-operative Education option upon completion of their second year in the program (min. 48 credit hours complete). The course and grade requirements for entry to this option are the same as those required for entry to the regular four-year Advanced Degree program, as indicated in the chart below. Students should refer to the general faculty regulations for Cooperative Options.

#### Minor (Concentration) Program

For entry to the Minor, the prerequisite is a grade of "C" or better in both [LABR 1260](#) and [LABR 1290](#).

#### All Programs

Courses used towards a Labour Studies Major or Minor (Concentration) may not be used towards a Major/Minor (Concentration) or Honours in the second field.

#### 8.18.2 Labour Studies

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>GENERAL MAJOR TOTAL: 30 CREDIT HOURS</b>			
<a href="#">LABR 1260</a> and <a href="#">LABR 1290</a>	<ul style="list-style-type: none"><li>• <a href="#">LABR 2100</a>, <a href="#">LABR 2300</a></li><li>• 6 credit hours of LABR courses at the 2000 or 3000 level</li><li>• 6 credit hours of LABR courses at the 3000 level</li><li>• 6 credit hours from LABR courses and/or the list of electives below</li></ul>		

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>SINGLE ADVANCED MAJOR <u>(incl. Co-operative option if selected)</u></b>			
TOTAL: 48 CREDIT HOURS <sup>1</sup>			
LABR 1260 and LABR 1290	• LABR 2100  • LABR 2300	• 6 credit hours of LABR courses at the 3000 level  • 9 credit hours of LABR courses at the 4000 level	
		<b><u>If the Co-operative Education Option is selected:</u></b>  • <b><u>ARTS 3010(1), ARTS 3020(1), ARTS 3030(1)</u></b>	
		• 12 credit hours of LABR courses at the 2000, <del>or</del> 3000, <b><u>or 4000 level</u></b>  • <del>9</del> <b>18</b> credit hours from LABR courses or courses selected from the list of electives below.	
<b>MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS</b>			
LABR 1260 and LABR 1290	• LABR 2100, LABR 2300  • 6 credit hours of LABR courses at the 2000 or 3000 level		
<b>Notes:</b>  1. <b>If the Co-operative Education option is selected, students will be required to complete 51 credit hours of required courses (incl. Co-op) for the Advanced Major program (each Co-op work term is 1 credit hour).</b>			

#### List of Electives

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

#### Faculty of Arts

##### Anthropology

ANTH 2510 Anthropology of Economic Systems 3

<u>ANTH 3750</u>	Anthropological Perspectives on Globalization and the World-System	3
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#### Economics

<u>ECON 2350</u>	Community Economic Development	3
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<u>ECON 2362</u>	Economics of Gender	3
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<u>ECON 2540</u>	Political Economy 1: Production and Distribution	3
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<u>ECON 2550</u>	Political Economy 2: Economic Growth and Fluctuations in a Global Economic Environment	3
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<u>ECON 3362</u>	Labour Economics 1	3
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<u>ECON 3364</u>	Labour Economics 2	3
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#### History

<u>HIST 2200</u>	<del>Labour History: Canada and Beyond (C) (same as Labour Studies LABR 2200)</del>	3
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<u>HIST 2282</u>	Inventing Canada (C)	3
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<u>HIST 2286</u>	Modern Canada (C)	3
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<u>HIST 2288</u>	History of Social Movements in Canada (C)	3
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<u>HIST 2400</u>	History of Human Rights and Social Justice in the Modern World (G,M)	3
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<u>HIST 2670</u>	History of Capitalism (M)	3
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<u>HIST 2671</u>	Histoire du capitalisme (M) (USB)	3
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<u>HIST 2680</u>	A History of Socialism from the French Revolution to the Present (M)	3
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<u><b>HIST 2732</b></u>	<u><b>Modern World History, 1945-1992: The Age of Three Worlds.</b></u>	<u><b>3</b></u>
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<u><b>HIST 2734</b></u>	<u><b>Modern World History, 1980-Present: New World Order?</b></u>	<u><b>3</b></u>
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<b>HIST 2971</b>	Le Canada moderne: de 1921 à nos jours (C) (USB)	6
<b>HIST 3050</b>	Canada since 1945 (C)	6
<b><u>HIST 3052</u></b>	<b><u>Canada Since the 1960s</u></b>	<b><u>3</u></b>
<b><u>HIST 3054</u></b>	<b><u>Canada and the United States</u></b>	<b><u>3</u></b>
<b>HIST 3210</b>	The History of Popular Radicalism in the Twentieth Century (M)	6
<b>HIST 3212</b>	Global Sweatshops, Global Struggles (M)	3
<b>HIST 3214</b>	<del>Canada's Left: Rebellion and Repression (C) (same as Labour Studies LABR 3214)</del>	<del>3</del>
<b>HIST 3572</b>	The History of Women, Gender, and Sexuality in Canada (C)	6
<b><del>HIST 3700</del></b>	<del>History of Working People and Labour Movements 1700 to the Present (G) (same as Labour Studies LABR 3700)</del>	<del>6</del>
<b>HIST 3730</b>	A History of Western Canada (C)	6
<b>HIST 3800</b>	History of Winnipeg from 1870-2000 (C)	3
<b><u>HIST 4890</u></b>	<b><u>Canadian Social History</u></b>	<b><u>6</u></b>

#### Native Studies

<b><del>NATV 3170</del></b>	<del>Aboriginal Peoples and Racism in Canada</del>	<del>3</del>
<b><u>NATV 3170</u></b>	<b><u>Indigenous Peoples and Racism in Canada</u></b>	<b><u>3</u></b>

#### Philosophy

<b>PHIL 2290</b>	Ethics and Society	6
<b>PHIL 2830</b>	Business Ethics	3

## Political Studies

<u>POLS 3470</u>	Canadian Public Management	3
<u>POLS 3570</u>	<del>Administrative Theory in the Public Sector</del>	<del>3</del>
<u>POLS 3810</u>	Introduction to Marxism	3
<b><u>POLS 3940</u></b>	<b><u>Canadian Public Policy</u></b>	<b><u>3</u></b>
<u>POLS 4370</u>	Comparative Public Administration	3
<u>POLS 4660</u>	<del>The State in the Economy</del>	<del>6</del>

## Sociology

<u>SOC 2290</u>	Introduction to Research Methods	6
<u>SOC 3370</u>	<del>Sociology of Work</del>	<del>3</del>
<u>SOC 3371</u>	Sociologie du travail (USB)	3
<u>SOC 3380</u>	Power, Politics and the Welfare State	3
<u>SOC 3471</u>	Sociologie politique (USB)	3
<u>SOC 3820</u>	Qualitative and Historical Methods in Sociology	3
<u>SOC 3871</u>	Inégalités sociales (USB)	3
<u>SOC 3890</u>	Power and Inequality in Comparative Perspective	3

## Women's and Gender Studies

<u>WOMN 2500</u>	Race, Class and Sexuality	3
<u>WOMN 3100</u>	Sex Work in Contemporary Canadian Culture	3
<u>WOMN 3550</u>	Feminist Community Organizing: Theories and Practices	3

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

### Business Administration

GMGT 2060	Management and Organizational Theory	3
GMGT 2070	Introduction to Organizational Behaviour	3
GMGT 3030	Contemporary Social Issues in Business	3
GMGT 4210	Seminar in Management and Capitalism	3
HRIR 2440	Human Resource Management	3
HRIR 3430	Selected Topics in Industrial Relations	3
HRIR 3450	Labour and Employment Relations	3
HRIR 4420	Compensation	3
HRIR 4480	Collective Bargaining and Administration	3
HRIR 4520	Comparative Industrial Relations and Human Resource Management	3

For course descriptions, see departmental listings.

## Linguistics

### Introductions:

LING 1310 Indigenous Languages of Manitoba Cr.Hrs. 3 +3.0  
A survey of the linguistic structure, history, and current status of the languages and language families that are indigenous to Manitoba.

LING 1460 Words Cr.Hrs. 3 +3.0  
What is a word? How do the meanings and forms of words change over time? This course provides an introduction to the structure and history of words, with special attention to the origins of English vocabulary.

### Modifications:

LING 1440 Descriptive Grammar of Modern English Cr.Hrs 3 0.0  
What are the criteria that are used to distinguish "good" from "bad" grammar? What are the rules we need to know in order to speak and write "properly"? In focusing on basic concepts in traditional grammar, this course reviews parts of speech, the English tense system, sentence types (e.g., active vs. passive), question formation and types of embedded clauses. This course is not intended for students learning English; it presupposes native or near-native competence in English. Not open to students who are currently enrolled in, or have previously obtained credit in LING 2200.

LING 2740 Interpretation Theory Cr.Hrs. 3 0.0  
A survey of interpretation theory, including specifics of language use and problems in the transfer of linguistic, cultural, and pragmatic information in interpretation, the interpreter's access to meaning, and the development of theories of interpretation. This course draws heavily on the field of ASL/English interpretation for illustration, but knowledge of ASL is not a requirement.

LING 3860 Child Language Development Cr.Hrs. 3 0.0  
The study of first language acquisition from infancy through childhood. Aspects of phonology, morphology, pragmatics and syntax acquisition are discussed, as well as formal theories of acquisition, second language and bilingual acquisition, atypical development and the relationship of language acquisition with literacy. Also offered as PSYC 3860. Students may not hold credit for LING 3860 and any of: PSYC 3860 or the former LING 2860 or the former PSYC 2860. Prerequisite: [a grade of "C" or better in 9 credit hours of Linguistics courses] or [a grade of "C" or better in PSYC 2290 or PSYC 2291] or written consent of department head.

**NET CHANGE IN CREDIT HOURS: +6.0**

## Medieval and Early Modern Studies

### Program modifications:

Modifications to the following programs are outlined on the next 3 pages:

- **Bachelor of Arts (General Major) in Medieval and Early Modern Studies**
- **Bachelor of Arts (Single Advanced Major) in Medieval and Early Modern Studies**
- **Minor (Concentration) in Medieval and Early Modern Studies**



## Medieval and Early Modern Studies

- Modification of the list of Approved Courses in Medieval and Early Modern Studies" [used in the General Major, Single Advanced Major, Minor (Concentration)]

### Added Material

### Deleted Material

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>GENERAL MAJOR<sup>1, 2</sup> TOTAL: 30 CREDIT HOURS</b>			
<ul style="list-style-type: none"> <li>• 6 credit hours in Greek (GRK) or Latin (LATN) courses</li> <li>• HIST 2390 or HIST 2420</li> </ul>	<ul style="list-style-type: none"> <li>• 6 credit hours from Group 1 courses listed below</li> <li>• 6 credit hours from Group 2 courses listed below</li> <li>• 6 credit hours from Group 1 or Group 2 courses listed below</li> </ul>		
<b>SINGLE ADVANCED MAJOR<sup>1, 2</sup> TOTAL: 48 CREDIT HOURS</b>			
<ul style="list-style-type: none"> <li>• 6 credit hours in Greek (GRK) or Latin (LATN) courses</li> <li>• HIST 2390 or HIST 2420</li> </ul>	<ul style="list-style-type: none"> <li>• 6 credit hours from Group 1 courses listed below</li> <li>• 6 credit hours from Group 2 courses listed below</li> <li>• 9 credit hours from Group 1 or Group 2 courses listed below</li> <li>• 9 additional credit hours in Greek (GRK) or Latin (LATN) courses</li> <li>• 6 credit hours from a modern language (any language offered by the Faculty of Arts outside of courses offered in Greek and Latin)</li> </ul>		
<b>MINOR (CONCENTRATION)<sup>1, 2</sup> TOTAL: 18 CREDIT HOURS</b>			
HIST 2390 or HIST 2420	12 credit hours to be selected from Group 1 or Group 2 courses below, Greek (GRK) courses <sup>3</sup> , or Latin (LATN) courses <sup>3</sup>		
<b>NOTES:</b> <p><sup>1</sup> Students may not use individual courses to satisfy both Major and Minor (Concentration) requirements.</p> <p><sup>2</sup> Students are strongly encouraged to complete introductory courses from subject areas from the Group 1 and Group 2 listings in order to satisfy possible prerequisites for courses they may select in Years 2, 3 and 4.</p> <p><sup>3</sup> If Latin (LATN) or Greek (GRK) courses are selected to satisfy the Minor (Concentration) requirements, a minimum of 6 credit hours must be selected from either LATN or GRK.</p>			

## Group 1: History, Philosophy and Religions

See the departmental Calendar section for full course descriptions. With written consent of the program coordinator courses not on this list may be used to satisfy the Group 1 requirement.

Classics		
CLAS 1280	Introduction to Ancient Roman Culture	3
CLAS 2170	Roman History: The Roman Empire, 30 BC-AD 337	3
CLAS 3270	The World of Late Antiquity: History and Archaeology	3

<b>History</b>		
HIST 2180	The History of Catholicism to 1540 (G)	3
HIST 2930	The History of the British Isles, 412-1485 (D)	6
HIST 3136	History of Medieval Italy, 568-1300 (D)	3
HIST 3138	History of Medieval Italy, 1300-1500 (D)	3
HIST 3140	Medieval Italy (D)	6
HIST 3480	The Margins of the Middle Ages (D)	3
HIST 3550	Popular Culture, Crime and Punishment in England, 1550-1850 (E)	3
HIST 3880	Europe in Transition: 1348-1648 (E)	6
HIST 4040	The Later Middle Ages (D)	6
HIST 4050	England in the Long Eighteenth Century (E)	6
<b>Philosophy</b>		
PHIL 2780	Thomas Aquinas	3
<b>Religion</b>		
<u>RLGN 2114</u>	<u>Monks, Mystics and Manuscripts in Medieval Christianity</u>	3
RLGN-2550	History of Early Christian Thought	3
RLGN-2560	History of Medieval Christian Thought	3
RLGN 2730	Jews and Judaism in Antiquity	3
RLGN 2760	Rabbinic Judaism	3
RLGN 2780	Classical Islam	3
RLGN 3194	Islamic Philosophy	3
RLGN-3230	Gender in Early Christianity	3
<u>RLGN 3230</u>	<u>Gender, the Body, and Sexuality in Early Christianity</u>	3
RLGN 3824	Kabbalah	3
<u>RLGN 4282</u>	<u>Advanced Studies in Medieval Christianity</u>	3

## Group 2: Literatures, Art and Languages

See the departmental Calendar section for full course descriptions. With written consent of the program coordinator courses not on this list may be used to satisfy the Group 2 requirement.

<b>Faculty of Arts</b>		
<b>Classics</b>		
LATN 2800	Readings in Medieval or Renaissance Latin	3
English, Film, and Theatre		
ENGL 2070	Literature of the Sixteenth Century	6
ENGL 2080	Medieval Literature	6
ENGL 3000	Chaucer	6
ENGL 3010	Shakespeare	6

ENGL 3020	Milton	6
ENGL 3030	Studies in Sixteenth-Century Literature	3
ENGL 3050	Studies in Old English	6
ENGL 3080	Studies in Medieval Literature	3
ENGL 3090	Studies in Seventeenth-Century Literature	3
ENGL 3180	Studies in Renaissance Literature	3
French, Spanish and Italian		
FREN 3500	Littérature du 17e siècle (B)	3
SPAN 3670	Poetry and Novel of the Golden Age	3
SPAN 3680	Drama of the Golden Age	3
Icelandic		
ICEL 1410	Introduction to Culture in Medieval Iceland	3
ICEL 2310	An Introduction to Old Icelandic Language and Literature	6
ICEL 3320	Old Norse Mythology	3
ICEL 3330	Icelandic Sagas in Translation	3
ICEL 3400	Old Icelandic Literature	6
ICEL 4420	History of the Icelandic Language	3
School of Art		
FAAH 1030	Introduction to Art 1A	3
FAAH 2060	Medieval to Early Renaissance Art and Architecture	3
FAAH 2070	Renaissance to Baroque Art and Architecture	3
FAAH 3130	Topics in Medieval Art and Architecture	3
FAAH 3140	Topics in Renaissance and Baroque Art and Architecture	3
FAAH 3280	Early Byzantine Art and Architecture	3
FAAH 3290	Later Byzantine Art and Architecture	3

## Native Studies

### Deletions:

NATV 2320 Structure of the Cree Language Cr.Hrs. 3	-3.0
NATV 2330 Structure of the Ojibway Language Cr.Hrs. 3	-3.0
NATV 3110 Indigenous Environmental Discourse Cr.Hrs. 3	-3.0

### Introductions:

NATV 2510 Indigenous Experience in the U.S. to 1860 Cr.Hrs. 3 +3.0  
This course is a survey of the Indigenous experience in the U.S. from contact to 1860. The participation of Native nations in the political and military conflicts leading to American Independence will be highlighted, as well as the development of Federal Indian Policy as the United States struggled to create its own identity.

NATV 2520 Indigenous Experience in the U.S. 1860-Present Cr.Hrs. 3 +3.0  
This course will examine the historical experience of the Native Peoples of North America with respect to their cultures and the policies developed in the United States to force detribalization and assimilation from 1860 to the present.

NATV 2530 Introduction to Indigenous Theory Cr.Hrs. 3 +3.0  
This course will address the ways that Indigenous worldviews constitute theoretical approaches and alternative methodologies to address issues of Indigenous history, politics, and literature, and how they relate to notions of Indigenous self-determination, feminism(s), cultural production, gender, as demonstrated in scholarly and theoretical texts, film, personal narratives, and fiction. Pre- or corequisite: NATV 1200 or [NATV 1220 and NATV 1240].

NATV 3222 Structure of Anishinaabemowin (Ojibwe) Language Cr.Hrs. 3 +3.0  
A detailed structural analysis of Anishinaabe (Ojibwe) with special attention to the problem of dialect variation and to the contrastive analysis of Anishinaabemowin and English. Students may not hold credit for both NATV 3222 and the former NATV 2330. Prerequisite: [a grade of "C" or better in both NATV 2272 and NATV 2274] or [a grade of "C" or better in the former NATV 2270] or written consent of department head.

NATV 3224 Structure of the Cree Language Cr.Hrs. 3 +3.0  
A detailed structural analysis of Cree with special attention to the problem of dialect variation and to the contrastive analysis of Cree and English. Students may not hold credit for both NATV 3224 and the former NATV 2320. Prerequisite: [a grade of "C" or better in NATV 2250] or written consent of department head.

### Modifications:

NATV 1200 Indigenous Peoples in Canada Cr.Hrs. 6 0.0  
A survey of the political, social, and economic situations of the contemporary First Nations, Métis, and Inuit Peoples of Canada. Students may not hold credit for both NATV 1200 and any of: NATV 1220 or NATV 1240.

NATV 1220 Indigenous Peoples in Canada Part 1 Cr.Hrs. 3	0.0
A survey of the political, social, and economic situations of the contemporary First Nations, Métis, and Inuit Peoples of Canada from precontact to 1945. Students may not hold credit for both NATV 1220 and NATV 1200.	
NATV 1240 Indigenous Peoples in Canada, Part 2 Cr.Hrs. 3	0.0
A survey of the political, social, and economic situations of the contemporary First Nations, Métis, and Inuit Peoples of Canada from 1945 to the present. This course may include a field trip component. Students may not hold credit for both NATV 1240 and NATV 1200.	
NATV 1270 Introductory Anishinaabemowin (Ojibwe) 1 Cr.Hrs. 3	0.0
Practical course intended for students who are not fluent in Anishinaabe (Ojibwe). Emphasis will be on oral work for the purpose of learning basic sounds and grammatical patterns. Some attention will be given to the structural differences between Anishinaabemowin and English. Regular attendance and active participation are obligatory.	
NATV 1280 Introductory Anishinaabemowin (Ojibwe) 2 Cr.Hrs. 3	0.0
Continuation of NATV 1270 Introductory Anishinaabemowin (Ojibwe) 1. Practical course intended for students who are not fluent in Anishinaabemowin. Emphasis will be on oral work for the purpose of learning basic sounds and grammatical patterns. Some attention will be given to the structural differences between Anishinaabemowin and English. Regular attendance and active participation are obligatory. Prerequisite: a grade of "C" or better in NATV 1270.	
NATV 2000 Selected Topics in Indigenous Studies Cr.Hrs. 3	0.0
The content of this course will vary. Depending on instructor, this course may have a field component. Contact the Department of Native Studies for details. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head. Students can earn multiple credits for this course only when the topic subtitle is different.	
NATV 2020 The Métis in Canada Cr.Hrs. 3	0.0
A history of the Métis in Canada.	
NATV 2030 Working with Indigenous Elders Cr.Hrs. 3	0.0
This course provides an opportunity for students to develop culturally relevant community service skills in Native Studies and to acquire an understanding of traditional teachings by Elders from the Cree and Anishinaabe (Ojibwe) traditions. The course includes participation in the annual Elders and Traditional Teachers Gathering conference. Students may not hold credit for both NATV 2030 and NATV 2000 when titled "Working with Aboriginal Elders." Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of instructor or department head.	
NATV 2040 The Dakota, Lakota, and Nakota Nations Cr.Hrs. 3	0.0
An interdisciplinary study of the history and traditional cultures of the Indigenous Peoples of the Northern Plains. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.	
NATV 2060 Eastern Woodlands Encounters: Columbus to Confederation Cr.Hrs. 3	0.0
An interdisciplinary study of the history and traditional cultures of the Indigenous peoples of the Great Lakes and Maritimes. Emphasis will be on the Anishinaabe (Ojibwe, Saukteaux), Haudenosaunee (Iroquois Confederacy) and Maritime Algonquin Nations. Prerequisite: [a grade	

of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.

NATV 2070 Cree, Innu, and Dene Nations Cr.Hrs. 3 0.0

This course will examine the subsistence organization, social organization and cosmology of both the Cree and Dene. We will further examine the history of the aboriginal-European encounter and the impact of colonialism on contemporary political and land rights struggles. While we will consider the region as a whole, we will specifically focus on the James Bay Cree and Rock Cree of Northern Manitoba, and secondly on the Saisi Dene, north of the Churchill River. This course may include a field trip component. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.

NATV 2100 Indigenous Spirituality Cr.Hrs. 3 0.0

This course allows students to work with Indigenous elders or traditional teachers, exposing them to cultural and spiritual concepts. Emphasis is on Anishinaabe or Cree teachings, though other First Nations approaches may be offered. This course may include a field trip component. Students may not hold credit for both NATV 2100 and NATV 3000 when titled "Aboriginal Wisdom and Spirituality."

NATV 2110 Introduction to Indigenous Community Development Cr.Hrs. 3 0.0

Community development is the main strategy available for achieving the level of governance that most Indigenous communities seek. It involves a plan that captures the spirit of a community and stirs the imagination of the members. Obstacles include lack of time, resources, vision and understanding of what a community plan for development can accomplish. This course will examine community development within an Indigenous context. Students may not hold credit for both NATV 2110 and NATV 2000 when titled "Introduction to Aboriginal Community Development." Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.

NATV 2220 Indigenous Societies and the Political Process Cr. Hrs. 3 0.0

An analysis of contemporary Canadian (and U.S.) political and administrative processes as they affect Indigenous people. Depending on instructor, this course may have a weekend field trip. Contact the Department of Native Studies for details.

NATV 2272 Intermediate Anishinaabemowin (Ojibwe) 1 Cr.Hrs. 3 0.0

This course is a continuation of Introductory Anishinaabemowin (Ojibwe) 1 and 2 and the entry-level course for fluent speakers. It focuses on development of conversational fluency, Anishinaabemowin orthography, composition and translation. Students may not hold credit for both NATV 2272 and the former NATV 2270. Prerequisite: [a grade of "C" or better in both NATV 1270 and NATV 1280] or [Matriculation Anishinaabemowin] or written consent of instructor or department head.

NATV 2274 Intermediate Anishinaabemowin (Ojibwe) 2 Cr.Hrs. 3 0.0

This course is a continuation of Intermediate Anishinaabemowin (Ojibwe) 1. It focuses on the further development of conversational fluency, Anishinaabemowin orthography, and translation and also offers an introduction to the linguistic structure of Anishinaabemowin. Students may not hold credit for both NATV 2274 and the former NATV 2270. Prerequisite: [a grade of "C" or better in NATV 2272] or written consent of instructor or department head.

- NATV 2310 Anishinaabe (Ojibwe) Literature Cr.Hrs. 3 0.0  
A survey of Anishinaabemowin (Eastern, Western, Chippewa, Saulteaux, Odawa, others) literature based on the extensive study of particular texts in cultural, historical and spiritual contexts. Prerequisite: [a grade of "C" or better in both NATV 2272 and NATV 2274] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or [a grade of "C" or better in NATV 1200 or the former NATV 2270] or written consent of department head.
- NATV 2410 Indigenous Literature in Canada Cr.Hrs. 3 0.0  
A study of literature by and about Indigenous Peoples in Canada, Indigenous oral tradition, personal narratives, protest literature, poetry, plays and novels will be explored to give an appreciation of Indigenous philosophies, experiences, traditions and cultures. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.
- NATV 2420 Inuit Literature in Translation Cr.Hrs. 3 0.0  
An examination of various literary forms produced by Inuit including oral tradition and songs, life histories, contemporary novels and modern political writings. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of instructor or department head.
- NATV 2450 Images of the "Indian" in North American Society Cr.Hrs. 3 0.0  
Will trace the portrayal of Indigenous peoples 1492 to the present. Emphasis will be on material and theoretical depictions, and will require reading as well as study of art pieces, tourist objects, cartoons, movies and so forth. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.
- NATV 3100 Indigenous Healing Ways Cr.Hrs. 3 0.0  
This course allows students to work with Indigenous elders or traditional teachers on concepts of healing and wellness. Emphasis is on Anishinaabe or Cree healing practices, though other First Nations approaches may be offered. This course may include a field trip component. Students may not hold credit for both NATV 3100 and NATV 3000 when titled "Exploring Aboriginal Healing." Prerequisite: [a grade of "C" or better in NATV 2100] or written consent of the department head.
- NATV 3120 Exploring Indigenous Economic Perspectives Cr.Hrs. 3 0.0  
Explore the impact of legal, constitutional and governance issues on the internal and external operating environment affecting Indigenous economic development. Current strategies for successful partnerships between industry and Indigenous peoples will also be examined. Students may not hold credit for NATV 3120 and any of: ECON 2350 or the former IDM 3000 or the former NATV 4310. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of instructor or department head.
- NATV 3140 Indigenous Resistance Literature Cr.Hrs. 3 0.0  
This course will trace and explore the history and practice of Indigenous resistance writing in Canada. Attention will be given to political and creative writing in contrapuntal response to the Canadian colonial situation. Classes will be based largely on seminar discussions and readings. Prerequisite: [a grade of "C" or better in NATV 2410] or written consent of instructor or department head.

- NATV 3160 Fundraising for Indigenous Organizations Cr.Hrs. 3 0.0  
This course examines effective fundraising skills as critical for the longevity of many programs in the Indigenous community. While government fundraising is an important source, understanding grantsmanship and other funding strategies are critical for sustained program existence and effective use of scarce human and financial resources. Students may not hold credit for both NATV 3160 and NATV 3000 when titled "Financing Strategies for Aboriginal Non-Profit Initiatives." Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.
- NATV 3170 Indigenous Peoples and Racism in Canada Cr.Hrs. 3 0.0  
This course will trace the historical and colonial roots of racism Indigenous Peoples experienced in Canadian history as well as examine its practices in contemporary society and culture. Concepts such as systemic racism, cultural difference and anti-racist education may be explored. Class format will include readings, seminar discussions, some films and lectures. Critical reading and analysis is expected. Students may not hold credit for both NATV 3170 and NATV 3000 when titled "Racism and Aboriginal Peoples." Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of instructor or department head.
- NATV 3240 Indigenous Medicine and Health Cr.Hrs. 3 0.0  
The health, disease, and medical practices of North American Indigenous peoples. A survey of the health and health care of North American Indigenous peoples from pre-contact to modern times. Special attention will be paid to traditional concepts of health and healing practices.
- NATV 3280 Indigenous Peoples and the Canadian Justice System Cr.Hrs. 3 0.0  
A study of Indigenous peoples' relationships to civil and criminal law in modern Canadian society. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.
- NATV 3300 Indigenous Language Planning and Development Cr.Hrs. 3 0.0  
The social and political setting of the Indigenous languages of North America. Issues and methods in language policy development, maintenance, standardization, and innovation. Prerequisite: a grade of "C" or better in six credit hours of Indigenous Languages at the second year level.
- NATV 3310 Canadian Law and Indigenous Peoples Cr.Hrs. 3 0.0  
A survey of laws relating to Indigenous peoples in Canada. Topics will include legal aspects of Indigenous title, First Nations treaties, First Nation and Métis land claims, the Indian Act, hunting and fishing rights, self-government, and constitutional issues. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.
- NATV 3330 Indigenous Peoples, Science, and the Environment Cr.Hrs. 3 0.0  
This course will examine current Indigenous environmental and development issues both locally and internationally. The basic principles of Indigenous philosophy and how present forms of development on Indigenous land has conflicted with this philosophy will be examined. Prerequisite: written consent of department head.
- NATV 3350 Indigenous Organizations Cr.Hrs. 6 0.0  
A study of local, regional and national Indigenous organizations in contemporary North America and their interaction with government and private agencies. A field component may be included



depending on instructor. Contact the Department of Native Studies for details. Students may not hold credit for both NATV 3350 and the former NATV 3320. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of department head.

NATV 3360 Indigenous Women in Canada Cr.Hrs. 3 0.0

This course explores and critically examines from interdisciplinary and post-colonial perspectives historical and contemporary processes, representation, experiences and social issues specific to Indigenous women of Canada. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of instructor or department head.

NATV 3370 Political Development in the North Cr.Hrs. 3 0.0

An examination of historical and contemporary political processes in Nunavut, Northwest Territories, and Yukon including the negotiation and implementation of Indigenous land claims. Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of instructor.

NATV 3380 Gender and Indigenous Societies Cr.Hrs. 3 0.0

An examination of the theoretical issues that surround the cultural construction of Indigenous gender leading into detailed ethnographic and historical case studies. Prerequisites: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of instructor.

NATV 4230 Traditional Knowledge and Indigenous Studies Research Cr.Hrs. 3 0.0

A study of issues influencing oral histories, case studies, interviews, and other techniques used in research with Indigenous people. Depending on the instructor, this course may have a field component. Contact the Department of Native Studies for details. Prerequisite: written consent of department head.

NATV 4250 Indigenous Identities Cr.Hrs. 3 0.0

An interdisciplinary study of Indigenous values, cultures and contemporary identities with emphasis on the impact of colonization. Prerequisite: [a grade of "C+" or better in NATV 1200 or "C+" or better in both NATV 1220 and NATV 1240] and [a grade of "C+" or better in 6 credit hours in Native Studies] or written consent of instructor.

NATV 4280 Missionaries, Colonialism, and Indigenous People Cr.Hrs. 3 0.0

A study of Indigenous responses to Christian missions with a particular emphasis on resistance, syncretism, and "prophet" movements. Prerequisite: [a grade of "C" or better in 15 credit hours of Native Studies] or written consent of instructor.

NATV 4300 Advanced Selected Topics in Indigenous Studies Cr.Hrs. 3 0.0

The content of this course will vary from year to year. Contact the Department for a course description. Prerequisite: written consent of department head. As the course content will vary from year to year, students may take this course more than once for credit.

NATV 4320 Indigenous Economic Leadership Cr.Hrs.3 0.0

An analysis of current leadership strengths and challenges facing Indigenous organizations. Out of this analysis will come understanding of strategies for working effectively with Indigenous organizations. Students may not hold credit for both NATV 4320 and the former IDM 4090.

Prerequisite: [a grade of "C" or better in NATV 1200] or [a grade of "C" or better in both NATV 1220 and NATV 1240] or written consent of instructor.

NATV 4340 Representation and Discourse Cr.Hrs. 3

0.0

This course examines the discourse of representation surrounding Indigenous Peoples and Canada's historical and cultural productions. Although the focus is on Canadian material and experience, the course draws on international post-colonial approach in the critical study of archival and historical records, literary works and contemporary Indigenous expressions. Method of study includes historiography, film and literary criticism and post-colonial theory. Prerequisite: [a grade of "C" or better in NATV 2410] or written consent of instructor or department head.

### **NET CHANGE IN CREDIT HOURS: +6.0**

Program modifications:

Modifications to the following programs, including the modification of the Bachelor of Arts (General Major) to introduce two language focus areas (concentrations) are outlined on the next 13 pages:

- **Bachelor of Arts (General Major) in Native Studies**
  - **Anishinaabemowin (Ojibwe) Language Focus**
  - **Cree Language Focus**
- **Bachelor of Arts (Single Advanced Major) in Native Studies**
- **Bachelor of Arts (Single Advanced Major) in Native Studies – Aboriginal Governance Stream**
- **Minor (Concentration) in Native Languages (Option 1)**
- **Minor (Concentration) in Native Languages (Option 2)**

## Native Studies

- Modification to the General Major, Single Advanced Major, Languages Minor (Option 1), Languages Minor (Option 2), Single Advanced Major-Aboriginal Governance Stream

### Added Material

~~Deleted Material~~

### 8.22.1 Program Information

Courses in this department examine the history, art, literature, governance, languages, and the philosophical and religious traditions of Canada's original inhabitants. Other courses explore the Canadian legal, political, and health care systems in relation to ~~Aboriginal~~ Indigenous people. ~~Aboriginal~~ Indigenous and non-Indigenous ~~Aboriginal~~ students may specialize in either Native studies or Native Indigenous languages, Anishinaabemowin (Ojibwe) and Cree.

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

### Major Program

For entry to the Major, the prerequisite is a grade of "C" or better in NATV 1200 or "C" or better in both NATV 1220 and NATV 1240. For students who have taken additional courses toward the Major, then a minimum cumulative GPA of 2.00 is required on all courses including the higher grade of repeated courses and excluding failed courses.

A minimum cumulative GPA of 2.00 in all courses that comprise the Major is required to graduate including the higher grade of repeated courses and excluding failed courses.

### Anishinaabemowin (Ojibwe) and Cree Language Focus Areas (General Major Degree only)

Students may elect to take courses that, in combination, make up a focus area in either the Anishinaabemowin (Ojibwe) or Cree languages. The required courses for these focus areas will be completed as part of the General Major Degree requirements.

### Minor (Concentration) Program

#### A) Native Studies

For entry to the Minor (Concentration), the prerequisite is a grade of "C" or better in one of NATV 1200 or "C" or better in both NATV 1220 and NATV 1240.

#### B) ~~Native~~ Indigenous Languages

For entry to the Minor (Concentration), the prerequisite is a grade of "C" or better in both NATV 1250 and NATV 1260; or "C" or better in both NATV 1270 and NATV 1280; or "C" or better in NATV 2250, and both NATV 2272 and NATV 2274 (the former NATV 2270).

### Other

Students will be permitted to register for a Major in Native Studies and a Minor in ~~Native~~ Indigenous Languages, ~~but~~ Students may not complete both a Major and Minor in Native Studies. Likewise, students may not complete the General Degree with an Indigenous Language Focus [Anishinaabemowin (Ojibwe) / Cree] and an Indigenous Language Minor.

Before registering for approved cross-listed courses, students should consult the *Calendar* or the departments regarding prerequisites for specific courses.

### 8.22.2 Native Studies

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>NATIVE STUDIES GENERAL MAJOR (Option 1)<sup>1,2</sup> TOTAL: 30 CREDIT HOURS</b>			
NATV 1200 (6) or NATV 1220 and NATV 1240	<ul style="list-style-type: none"> <li>-18 credit hours in Native Studies numbered at the 2000 level or above<sup>+</sup></li> </ul> <p><b><u>6 credit hours of Indigenous Language courses<sup>1</sup> offered by Native Studies</u></b></p> <p><b><u>NATV 2530</u></b></p> <p><b><u>9 credit hours of Native Studies at the 2000 level or above</u></b></p> <p>6 credit hours in <del>of</del> Native Studies <del>or</del> Native Language courses numbered at the 3000 level or above</p>		

<b>NATIVE STUDIES GENERAL MAJOR, Anishinaabemowin (Ojibwe) Language Focus (Option 2)</b> TOTAL: 30 CREDIT HOURS			
NATV 1200 (6) or NATV 1220 and NATV 1240	<p><b><u>NATV 1270, NATV 1280</u></b></p> <p><b><u>NATV 2272, NATV 2274</u></b></p> <p><b><u>NATV 3222, NATV 3300</u></b></p> <p><b><u>NATV 2530</u></b></p> <p><b><u>3 credit hours of Native Studies at the 3000 level or above</u></b></p>		

<b>NATIVE STUDIES GENERAL MAJOR, Cree Language Focus (Option 3)</b> TOTAL: 30 CREDIT HOURS			
NATV 1200 (6) or NATV 1220 and NATV 1240	<p><b><u>NATV 1250, NATV 1260</u></b></p> <p><b><u>NATV 2250 (6)</u></b></p> <p><b><u>NATV 3224, NATV 3300</u></b></p> <p><b><u>NATV 2530</u></b></p> <p><b><u>3 credit hours of Native Studies at the 3000 level or above</u></b></p>		

NATIVE STUDIES SINGLE ADVANCED MAJOR TOTAL: 48 CREDIT HOURS		
NATV 1200 (6) or NATV 1220 and NATV 1240	<p>24 <u>12</u> credit hours in courses offered by Native Studies<sup>2,3</sup></p> <p><u>6 credit hours of Indigenous Language courses<sup>1</sup> offered by Native Studies</u></p> <p><u>NATV 2530</u></p> <p>12 credit hours in courses offered by of Native Studies numbered at the 3000 level <u>or above.</u></p>	<p><u>NATV 4230 or NATV 4290</u></p> <p>9 <u>6</u> credit hours in courses offered by Native Studies numbered at the 4000 level.</p>

NATIVE STUDIES MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS		
NATV 1200 or NATV 1220 and NATV 1240	12 credit hours in courses offered by of Native Studies numbered at the 2000 level or above <sup>2,3</sup>	

NATIVE <u>INDIGENOUS</u> LANGUAGES MINOR (CONCENTRATION) <sup>5,6</sup> (OPTION 1) TOTAL: 18 CREDIT HOURS			
NATV 1250 and NATV 1260 or NATV 1270 and NATV 1280	NATV 2250 (6), or both NATV 2272 and NATV 2274	NATV 2300 and NATV 2320, or NATV 2310 and NATV 2330	<p><u>6 credit hours in Indigenous languages<sup>1</sup>, or 6 credit hours of approved by the department courses in Native Studies<sup>3,4,4.5</sup></u></p>

NATIVE <u>INDIGENOUS</u> LANGUAGES MINOR (CONCENTRATION) <sup>5,6</sup> (OPTION 2) TOTAL: 18 CREDIT HOURS			
NATV 2250, or both NATV 2272 and NATV 2274	NATV 2300 and NATV 2320, or NATV 2310 and NATV 2330	<p><u>NATV 3222 or NATV 3224</u></p> <p><u>NATV 3300</u></p>	<p>6 credit hours in Native <u>Indigenous languages<sup>1</sup> or 6 credit hours of approved by the department courses in Native Studies<sup>3,4,4.5</sup></u></p>

**NOTES:**

<sup>1</sup>The following courses count as Native **Indigenous** Language courses: NATV 1250, NATV 1260, NATV 1270, NATV 1280, NATV 1290, NATV 2250, NATV 2272, NATV 2274, NATV 2300, NATV 2310, NATV 2320, NATV 2330, NATV 3222, NATV 3224, and NATV 3300. **Students may take a placement exam to place into advanced Indigenous Language courses.**

<sup>2</sup> Students may substitute up to 12 credit hours from the **list of** approved ~~cross-listed~~ courses ~~and/or 12 hours of Native Language courses numbered at the 1000 or 2000 level~~ in lieu of Native Studies but must have six credit hours in Native Studies or Native **Indigenous** Languages courses offered by Native Studies numbered at the 3000 level or above.

<sup>3</sup> Students may substitute up to six credit hours from the list of approved courses ~~and/or six hours of Native Language courses~~ in lieu of Native Studies courses.

<sup>4</sup> No more than 12 credit hours may be taken from NATV 1200, NATV 1220, NATV 1240, NATV 1250, NATV 1260, NATV 1270, NATV 1280, NATV 2250, NATV 2272, NATV 2274.

<sup>5</sup> Six credit hours may be from related linguistics courses approved by the department.

<sup>6</sup> Students who wish to declare a **Major or a** Minor should consult with the department head.

**8.22.4 Native Studies Aboriginal Governance Stream**

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>NATIVE STUDIES SINGLE ADVANCED MAJOR - ABORIGINAL GOVERNANCE STREAM TOTAL: 51 CREDIT HOURS</b>			
NATV 1200 or NATV 1220 and NATV 1240	<ul style="list-style-type: none"><li>ECON 1010 or ECON 1210 or ECON 1220</li><li>NATV 2110, <del>POLS 2070</del>, <b>POLS 2702, POLS 2802</b>, STAT 1000</li><li>12 credit hours from Political Governance courses: NATV 2220, NATV 3310, NATV 3280, NATV 3370, NATV 4200, POLS 4150</li><li>12 credit hours from Aboriginal Business and Economics courses: NATV 3120, NATV 3160, NATV 3350, NATV 4320</li><li>6 credit hours from Traditional Knowledge courses: NATV 2030, NATV 3330, NATV 4220, NATV 4230</li></ul>		
<b>REQUIRED MINOR IN BUSINESS FOR THOSE STUDENTS IN A DECLARED ABORIGINAL GOVERNANCE STREAM<sup>1</sup> TOTAL: 18 CREDIT HOURS</b>			
ACC 1100, GMGT 2060, HRIR 2440, MKT 2210	6 credit hours from: ACC 1110, ENTR 2010, ENTR 2020, GMGT 2010, GMGT 3300, LEAD 2010, FIN 2200, FIN 3470, HRIR 4410, MIS 2000		

**NOTE:**

<sup>1</sup> Students must ensure that all course prerequisites are met when selecting courses for the Minor.

### List of Approved Courses in Native Studies

Approved courses from other faculties/schools for partial fulfilment of the Major and Minor in Native Studies are given below

#### School of Art

FAAH 2090	Art of the North American Aboriginal Peoples	3
FAAH 3430	Inuit Art	3

#### History Department

<b>HIST 1390</b>	<b>History of Colonial Canada</b>	<b>3</b>
<b>HIST 1440</b>	<b>History of Canada</b>	<b>6</b>
<b>HIST 2280</b>	<b>Aboriginal History of Canada</b>	<b>6</b>
<b>HIST 4010</b>	<b>Imperialism, Decolonization, and Neo-Colonialism</b>	<b>6</b>
<b>HIST 4120</b>	<b>History of Aboriginal Rights</b>	<b>6</b>



UNIVERSITY  
OF MANITOBA

Office of the Provost and Vice-President (Academic)

## PROPOSAL FOR NEW ACADEMIC MINOR OR CONCENTRATION

*Please enter the requested information below and submit both hardcopies and electronic copies to the Office of the University Secretary and the Vice-Provost (Integrated Planning and Academic Programs). Note: this template has been formatted using Microsoft Word 2010 for PC. Some formatting may be lost if using an earlier version of Word or Microsoft Word for Mac. Should you have any difficulties, please contact Cassandra Davidson, Program Analyst, at [cassandra.davidson@umanitoba.ca](mailto:cassandra.davidson@umanitoba.ca).*

*It is advised that the unit initially discuss the proposed new minor/concentration with the Vice-Provost (Integrated Planning and Academic Programs) prior to completion of and submission of this form.*

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**Date:** 22 October 2018

**Faculty:** Arts

**Department:** Native Studies

**Contact Details:** Cary Miller, Head – Department of Native Studies

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### Section 1: Program Overview

**1. Program type:** Minor: ☐ Concentration: ☒

**2. Proposed program name:** Cree Language Focus

**3. Length of program:** *Indicate the required number of credit hours including associated pre-requisite requirements.*  
Will be completed as part of the Native Studies Major in the Bachelor of Arts 3-year General Degree program.

**4. Proposed start of program:**  
Fall 2019

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### Section 2: Program Details

**5. Description of program:** *Provide a brief outline of the program, its objectives and how it will benefit student.*  
Students may elect to take courses that, in combination, make up a focus area in the Cree language. The required courses for this focus area will be completed as part of the General Major Degree requirements.



**6. Course requirements:** *Provide a list of courses (include course codes) and breakdown of course requirements by level (e.g. 6 hours at the 1000 level, 3 hours at the 2000 level, etc.). Indicate whether proposed coursework is currently offered or new. Note any pre-requisite details where applicable.*

In addition to the core requirements of the General Degree ([NATV 1200 (6) or both of NATV 1220 and 1240] and NATV 2530), students wishing to complete a focus area in Cree will also complete three (3) credit hours of 3000 level or higher courses offered by the department of Native Studies plus the following Indigenous language courses:

Cree: NATV 1250, NATV 1260, NATV 2250 (6), NATV 3224, NATV 3300

**7. Program availability:** *Will this program be offered to all students eligible to declare a minor/concentration or will it be restricted to a subset of students. If the latter, provide a brief explanation as to why the program will be restricted.*  
Yes., all students in the Faculty of Arts.

**8. Admission requirements:** *If applicable, outline any admission requirements to the program.*  
Same as entry requirements to the 3-year General Degree – Native Studies Major.

“C” or better in NATV 1200 (6) or both of NATV 1220 and 1240.

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### Section 3: Program Demand

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**9. Strategic priorities:** *Comment on how the program fits within the university's strategic priorities.*

This program formalizes a path through Native Studies with a language emphasis building on what our department currently offers as a specialized minor. This path has been requested by UM students and Indigenous communities in Manitoba in response to TRC Call to Action 16 in which post-secondary institutions are called upon to create university diploma programs in Indigenous languages, and complies with the Manitoba Collaborative Indigenous Education Blueprint for Universities, Colleges, and Public School Boards of which UM is a signatory. This three year degree stream will create a content area for students who transition to the Faculty of Education for training as second language instructors for public schools. For this stream students will meet the basic requirements of the General Major, but focus their electives in language-related courses offered through the department of Native Studies. Students selecting this stream will be encouraged to choose linguistics as their accompanying arts minor. As languages embody, articulate, and communicate the way a society perceives and understands the world, there are few better ways to introduce students to Indigenous ways of knowing.

**10. Student demand:** *Provide evidence of student demand and interest in the program.*

The University of Manitoba Indigenous Student Associations (UMISA) singled out Action 16 as the first TRC challenge for the University of Manitoba to address. Some of their members already plan to take this focus area as part of their Major. In addition, Winnipeg school districts like Seven Oaks and Indigenous communities such as Hollow Water are expressing a need for Indigenous language teachers for their classrooms that the University needs to respond to.

**11. Projected enrolment:** *Based on the evidence of demand, provide projected enrolment numbers in the program.*

We expect 5 to 10 students to undertake the program in its first year. Once the program has been publicized we expect the numbers to increase over time.

**12. Effects on other programs:** *Comment on the potential effect of the program on other existing programs. Attach letters of support for any programs/units impacted by the proposed program.*

We do not expect this program to negatively impact enrollments in other areas. We do expect that the introduction of the focus area will perhaps augment enrollment in Linguistics courses and possibly the Linguistics Minor.

**13. Similar programs:** *If known, describe similar programs within Manitoba, outlining any similarities or differences with the proposed program.*

While some institutions offer language classes, there are no similar (degree) programs offered that focus on the Cree language, in Manitoba.

Red River College plans to begin offering one-year certificate program that will allow graduates to work as an Anishnaabemowin classroom aide.

**14. External consultation:** *Where appropriate, outline any consultations with industry, business and/or any third-party groups in development of the proposed program.*

Consultation with Hollow Water First Nation has been consulted and Dr. Miller is a member of the city wide Indigenous Language Revitalization Committee (incl. Red River College, University College of the North, and Seven Oaks School Division)

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#### Section 4: Resource Requirements

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**15. Projected costs and revenues:** *Provide a general overview of the projected costs and revenues of the program.*

*Where applicable, comment in detail on the categories below.*

There will not be additional costs as support for Faculty of this program has already been allocated by the Faculty of Arts.

**16. Coursework:** *Comment on whether the proposed program will require the offering of additional courses.*

All required courses are currently on the books.

**17. Staffing:** *Comment on whether the proposed program will require additional academic or administrative staff.*

See 15 above. A teaching position has been approved and the hiring process is underway. Additional administrative responsibility for the Head of Native Studies will be minimal.

**18. Infrastructure / equipment:** *Comment on how the proposed program will impact the use of current infrastructure and equipment.*

The required infrastructure required to offer this program is already in place.

**19. Library resources:** *If the program involves new courses, or coursework that has not been offered on a regular basis in recent years, comment on the adequacy of existing library resources.*

The Libraries currently support the required courses and have provided support for the courses that will be changing level (2000 to 3000) in Fall 2019.

**20. Additional Funds:** *Provide information on whether new funds are required for this program. If so, provide details.*

No additional funds required.

#### Section 5: Approvals

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**Faculty Approvals:**

Department/Program Head: \_\_\_\_\_

Enter date. 10/25/18

Dean/Director: \_\_\_\_\_

Enter date. 10/25/18

Faculty/School Council: \_\_\_\_\_

Enter date.

**Institutional Approvals:**

Senate Committee on Curriculum & Course Changes: \_\_\_\_\_

Enter date.

Senate Planning & Priorities Committee (*if required*): \_\_\_\_\_

Enter date.

Senate Approval: \_\_\_\_\_

Enter date.

Provost Approval: \_\_\_\_\_

Enter date.



UNIVERSITY  
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## PROPOSAL FOR NEW ACADEMIC MINOR OR CONCENTRATION

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*It is advised that the unit initially discuss the proposed new minor/concentration with the Vice-Provost (Integrated Planning and Academic Programs) prior to completion of and submission of this form.*

**Date:** 22 October 2018

**Faculty:** Arts

**Department:** Native Studies

**Contact Details:** Cary Miller, Head – Department of Native Studies

---

### Section 1: Program Overview

**1. Program type:** Minor: ☐ Concentration: ☒

**2. Proposed program name:** Anishinaabemowin (Ojibwe) Language Focus

**3. Length of program:** *Indicate the required number of credit hours including associated pre-requisite requirements.*

Will be completed as part of the Native Studies Major in the Bachelor of Arts 3-year General Degree program.

**4. Proposed start of program:**

Fall 2019

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### Section 2: Program Details

**5. Description of program:** *Provide a brief outline of the program, its objectives and how it will benefit student.*

Students may elect to take courses that, in combination, make up a focus area in the Anishinaabemowin (Ojibwe) language. The required courses for these focus areas will be completed as part of the General Major Degree requirements.

**6. Course requirements:** *Provide a list of courses (include course codes) and breakdown of course requirements by level (e.g. 6 hours at the 1000 level, 3 hours at the 2000 level, etc.). Indicate whether proposed coursework is currently offered or new. Note any pre-requisite details where applicable.*

In addition to the core requirements of the General Degree ([NATV 1200 (6) or both of NATV 1220 and 1240] and NATV 2530), students wishing to complete a focus area in Anishinaabemowin (Ojibwe) will also complete three (3) credit hours of 3000 level or higher courses offered by the department of Native Studies plus the following Indigenous language courses:

Anishinaabemowin (Ojibwe): NATV 1270, NATV 1280, NATV 2272, NATV 2274, NATV 3222, NATV 3300.

**7. Program availability:** *Will this program be offered to all students eligible to declare a minor/concentration or will it be restricted to a subset of students. If the latter, provide a brief explanation as to why the program will be restricted.*

Yes., all students in the Faculty of Arts.

**8. Admission requirements:** *If applicable, outline any admission requirements to the program.*

Same as entry requirements to the 3-year General Degree – Native Studies Major.

“C” or better in NATV 1200 (6) or both of NATV 1220 and 1240.

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### Section 3: Program Demand

---

**9. Strategic priorities:** *Comment on how the program fits within the university's strategic priorities.*

This program formalizes a path through Native Studies with a language emphasis building on what our department currently offers as a specialized minor. This path has been requested by UM students and Indigenous communities in Manitoba in response to TRC Call to Action 16 in which post-secondary institutions are called upon to create university diploma programs in Indigenous languages, and complies with the Manitoba Collaborative Indigenous Education Blueprint for Universities, Colleges, and Public School Boards of which UM is a signatory. This three year degree stream will create a content area for students who transition to the Faculty of Education for training as second language instructors for public schools. For this stream students will meet the basic requirements of the General Major, but focus their electives in language-related courses offered through the department of Native Studies. Students selecting this stream will be encouraged to choose linguistics as their accompanying arts minor. As languages embody, articulate, and communicate the way a society perceives and understands the world, there are few better ways to introduce students to Indigenous ways of knowing.

**10. Student demand:** *Provide evidence of student demand and interest in the program.*

The University of Manitoba Indigenous Student Associations (UMISA) singled out Action 16 as the first TRC challenge for the University of Manitoba to address. Some of their members already plan to take this focus area as part of their Major. In addition, Winnipeg school districts like Seven Oaks and Indigenous communities such as Hollow Water are expressing a need for Indigenous language teachers for their classrooms that the University needs to respond to.

**11. Projected enrolment:** *Based on the evidence of demand, provide projected enrolment numbers in the program.*

We expect 5 to 10 students to undertake the program in its first year. Once the program has been publicized we expect the numbers to increase over time.

**12. Effects on other programs:** *Comment on the potential effect of the program on other existing programs. Attach letters of support for any programs/units impacted by the proposed program.*

We do not expect this program to negatively impact enrollments in other areas. We do expect that the introduction of the focus area will perhaps augment enrollment in Linguistics courses and possibly the Linguistics Minor.

**13. Similar programs:** *If known, describe similar programs within Manitoba, outlining any similarities or differences with the proposed program.*

While some institutions offer language classes, there are no similar (degree) programs offered that focus on Anishinaabemowin (Ojibwe), in Manitoba.

Red River College plans to begin offering one-year certificate program that will allow graduates to work as an Anishinaabemowin classroom aide.

**14. External consultation:** *Where appropriate, outline any consultations with industry, business and/or any third-party groups in development of the proposed program.*

Consultation with Hollow Water First Nation has been consulted and Dr. Miller is a member of the city wide Indigenous Language Revitalization Committee (incl. Red River College, University College of the North, and Seven Oaks School Division)

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#### Section 4: Resource Requirements

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**15. Projected costs and revenues:** *Provide a general overview of the projected costs and revenues of the program. Where applicable, comment in detail on the categories below.*

There will not be additional costs as support for Faculty of this program has already been allocated by the Faculty of Arts.

**16. Coursework:** *Comment on whether the proposed program will require the offering of additional courses.*

All required courses are currently on the books.

**17. Staffing:** *Comment on whether the proposed program will require additional academic or administrative staff.*

See 15 above. A teaching position has been approved and the hiring process is underway. Additional administrative responsibility for the Head of Native Studies will be minimal.

**18. Infrastructure / equipment:** *Comment on how the proposed program will impact the use of current infrastructure and equipment.*

The required infrastructure required to offer this program is already in place.

**19. Library resources:** *If the program involves new courses, or coursework that has not been offered on a regular basis in recent years, comment on the adequacy of existing library resources.*

The Libraries currently support the required courses and have provided support for the courses that will be changing level (2000 to 3000) in Fall 2019.

**20. Additional Funds:** *Provide information on whether new funds are required for this program. If so, provide details.*

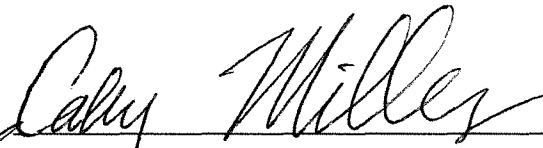
No additional funds required.

#### Section 5: Approvals

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**Faculty Approvals:**

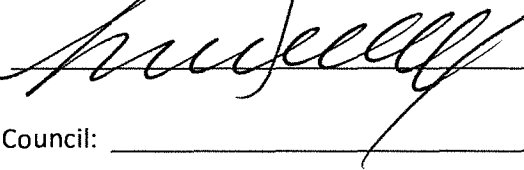
Department/Program Head:



Enter date.

10/25/18

Dean/Director:



Enter date.

10/25/18

Faculty/School Council:

Enter date.

**Institutional Approvals:**

Senate Committee on Curriculum & Course Changes:

Enter date.

Senate Planning & Priorities Committee (if required):

Enter date.

Senate Approval:

Enter date.

Provost Approval:

Enter date.

## Philosophy

### Introduction:

PHIL 3780 Research Topics in Philosophy Cr.Hrs. 3 +3.0

The course covers philosophical research on specialized topics. Prerequisite: written consent of department head. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

## **NET CHANGE IN CREDIT HOURS: +3.0**

## Political Studies

### Deletions:

POLS 1000 Democracy and Development Cr. Hrs. 3	-3.0
POLS 2000 Introduction to Comparative Politics Cr.Hrs. 6	-6.0
POLS 2040 Introduction to International Relations Cr.Hrs. 6	-6.0
POLS 2070 Introduction to Canadian Government Cr.Hrs. 6	-6.0
POLS 2510 Great Political Thinkers Cr.Hrs. 6	-6.0
POLS 3160 Human Rights and Civil Liberties Cr.Hrs. 3	-3.0
POLS 3170 The Canadian Charter of Rights and Freedoms Cr.Hrs. 3	-3.0
POLS 3200 International Security and Conflict Management Cr.Hrs. 6	-6.0
POLS 3220 Globalization and the World Economy Cr.Hrs. 3	-3.0
POLS 3330 Politics of the European Union Cr.Hrs. 3	-3.0
POLS 3510 Political Doctrines of the 20 <sup>th</sup> Century Cr.Hrs. 6	-6.0
POLS 3520 Canadian Foreign and Defence Policy Cr.Hrs. 6	-6.0
POLS 3570 Administrative Theory in the Public Sector Cr.Hrs. 3	-3.0
POLS 3600 Political Concepts Cr.Hrs. 3	-3.0
POLS 3710 Distributive Justice Cr.Hrs. 3	-3.0
POLS 3840 Approaches to the Study of International Relations Cr.Hrs. 3	-3.0
POLS 3920 American Politics Cr.Hrs. 6	-6.0
POLS 3930 Foreign Policy Decision-Making Cr.Hrs. 6	-6.0
POLS 3960 Canadian Politics Cr.Hrs. 6	-6.0
POLS 4180 Provincial Politics in Canada Cr.Hrs. 3	-3.0
POLS 4510 Advanced History of Political Ideas Cr.Hrs. 3	-3.0
POLS 4530 Regionalism in International Relations Cr.Hrs. 3	-3.0
POLS 4610 Contemporary Political Theory Cr.Hrs. 3	-3.0
POLS 4660 The State in the Economy Cr.Hrs. 6	-6.0
POLS 4710 Political Theory and the Family Cr.Hrs. 3	-3.0
POLS 4730 Strategic Studies Cr.Hrs. 6	-6.0
POLS 4860 The Canadian Policy Process Cr.Hrs. 6	-6.0
POLS 4940 American Foreign Policy Cr.Hrs. 6	-6.0

### Introductions:

POLS 2302 Introduction to Political Theory Cr. Hrs. 3 +3.0

An introduction to the oldest sub-discipline in political science. We examine key ideas such as justice, democracy, authority, sovereignty, and punishment as well as their applications in political theory and practice. Students may not hold credit for POLS 2302 and any of: the former POLS 1010 or the former POLS 2510.



- POLS 2502 Introduction to World Affairs Cr.Hrs. 3 +3.0  
An introduction to the analysis of events, actors and conflicts in world affairs. The course examines the constituent parts (or units of analysis) of the wider academic discipline of international relations. Examples are drawn mainly from international events since 1919, with appropriate references to earlier periods. Students may not hold credit for POLS 2502 and any of: POLS 2043, the former POLS 2040, or the former POLS 2041.
- POLS 2504 Introduction to International Relations Cr.Hrs. 3 +3.0  
An introduction to the theories of the academic discipline called international relations. The course examines how different theories treat conflict, competition and cooperation among states and other actors. Examples are drawn mainly from international events since 1919, with appropriate references to earlier periods. Students may not hold credit for POLS 2504 and any of: POLS 2045 or the former POLS 2040. Pre- or corequisite: a grade of "C" or better in POLS 2502 or POLS 2403.
- POLS 2602 Introduction to Comparative Politics Cr.Hrs. 3 +3.0  
An introduction to the study of comparative politics, examining political processes and public policies in a variety of political systems including liberal democracies as well as post-Communist, newly industrializing, and developing nations. Students may not hold credit for POLS 2602 and any of: POLS 2003, POLS 2005, or the former POLS 2000.
- POLS 2702 Introduction to Canadian Politics Cr.Hrs. 3 +3.0  
A survey of contemporary Canadian political institutions and processes, including federalism, Parliament, political parties, and treaties. Students may not hold credit for POLS 2702 and any of: POLS 2073, POLS 2075, or the former POLS 2070.
- POLS 2802 Introduction to Indigenous Politics Cr.Hrs. 3 +3.0  
An introduction to the complex issues associated with Indigenous peoples and their politics. The central issues of this course include the history and context of Indigenous government and political movements, and the political goals of Indigenous peoples today.
- POLS 2902 How Government Works Cr.Hrs. 3 +3.0  
An introduction to key actors, institutions and processes in Canada's governmental system. Topics include fundamental principles; constitution; accountability; tribunals, legislation, and relationships with Indigenous peoples. Students may not hold credit for both POLS 2902 and the former POLS 2570 or POLS 2571.
- POLS 3310 Pre-Modern Political Theory Cr.Hrs. 3 +3.0  
A survey and evaluation of early canonical texts and ideas in the history of Western political theory. Thinkers may include, but are not limited to: Plato, Aristotle, and Machiavelli. Students may not hold credit for both POLS 3310 and POLS 2513. Prerequisite: a grade of "C" or better in POLS 2302 or the former POLS 2510.
- POLS 3320 Social Contract Theory Cr.Hrs. 3 +3.0  
A survey and evaluation of canonical texts and ideas in the history of the social contract tradition. Thinkers may include, but are not limited to: Hobbes, Locke, Hume, and Rousseau. Prerequisite: a grade of "C" or better in POLS 2302 or the former POLS 2510.

- POLS 3350 Liberty Cr.Hrs. 3 +3.0  
A survey and analysis of the concept of liberty, its rival interpretations, and applications in political theory and practice. Prerequisite: A grade of "C" or better in POLS 2302 or the former POLS 2510.
- POLS 3360 Rights Cr. Hrs. 3 +3.0  
A survey and analysis of the concept of rights, their rival interpretations, and applications in political theory and practice. Students may not hold credit for both POLS 3360 and POLS 3140 when titled "Rights." Prerequisite: A grade of "C" or better in POLS 2302 or the former POLS 2510.
- POLS 3370 Equality Cr.Hrs. 3 +3.0  
A survey and analysis of the concept of equality, its rival interpretations, and applications in political theory and practice. Prerequisite: A grade of "C" or better in POLS 2302 or the former POLS 2510.
- POLS 3380 Contemporary Political Theory Cr.Hrs. 3 +3.0  
A survey and evaluation of key texts and ideas in contemporary political theory. Students may not hold credit for both POLS 3380 and POLS 2515. Prerequisite: A grade of "C" or better in POLS 2302 or the former POLS 2510.
- POLS 3390 Military Ethics Cr.Hrs. 3 +3.0  
An examination of major ethical theories and their applications to current moral issues in warfare and the military. Prerequisite: A grade of "C" or better in POLS 2302 or the former POLS 2510.
- POLS 3512 Canadian Foreign and Defence Policy 1 Cr.Hrs. 3 +3.0  
An examination of Canadian foreign and defence policy, with attention to contemporary events and issues. The course is designed to examine both foreign and defence policies as interdependent issues for Canadian interests. Students may not hold credit for POLS 3512 and any of: POLS 3563, the former POLS 3520, or the former POLS 3561. Prerequisite: A grade of "C" or better in one of: POLS 2504, or POLS 2045, or the former POLS 2040.
- POLS 3514 Canadian Foreign and Defence Policy 2 Cr.Hrs. 3 +3.0  
A continued examination of Canadian foreign and defence policy. The course will assess the evolution and changing priorities of Canadian foreign and defence issues, with particular attention to Canada's relations with the United States, Europe, Asia and the developing world. Students may not hold credit for POLS 3514 and any of: POLS 3563, the former POLS 3520, or the former POLS 3561. Prerequisite: a grade of "C" or better in POLS 3512.
- POLS 3530 War, Politics and Popular Culture Cr.Hrs. 3 +3.0  
This course employs the medium of film to explore the way in which war is communicated to society, and how the evolution of warfare as a social activity is understood. Students may not hold credit for both POLS 3530 and POLS 3140 when titled "War, Politics and Popular Culture." Prerequisite: a grade of "C" or better in one of: POLS 2504, or POLS 2045, or the former POLS 2040, or the former POLS 2041.
- POLS 3540 Terrorism and Political Violence Cr.Hrs. 3 +3.0  
This course offers students a comprehensive and critical approach to the central features of domestic and international terrorism, with an emphasis on Canada. Students will be encouraged to look at the different ways in which terrorist issues have been framed by different authors and

national contexts. Students may not hold credit for POLS 3540 and any of: POLS 3621 or POLS 3140 when titled "Terrorism and Political Violence." Prerequisite: a grade of "C" or better one of: POLS 2504, or POLS 2045, or the former POLS 2040, or the former POLS 2041.

POLS 3550 International Organizations Cr.Hrs. 3 +3.0  
This course explores the origins, theory and practice of international organizations, with a focus on organizations of particular interest to Canada. Students may not hold credit for both POLS 3550 and POLS 3771. Prerequisite: A grade of "C" or better in one of: POLS 2504, or POLS 2045, or the former POLS 2040, or the former POLS 2041.

POLS 3560 Politics of International Law Cr.Hrs. 3 +3.0  
An introduction to international law including sources of international law, the use of force and international human rights. Prerequisite: A grade of "C" or better in one of: POLS 2504, or POLS 2045, or the former POLS 2040, or the former POLS 2041.

POLS 3580 U.N. Security Council Cr.Hrs. 3 +3.0  
This course explores one of the most powerful but maligned organs of the UN - the Security Council. Drawing on legal texts, resolutions and case studies, this course explores the history and evolution of this organ. Particular attention is paid to its decision-making processes and contributions to international peace and security and international law. Prerequisite: a grade of "C" or better in one of: POLS 2504, or POLS 2045, or the former POLS 2040, or the former POLS 2041.

POLS 3650 American Politics Cr.Hrs. 3 +3.0  
A survey of the institutions and processes of the contemporary American political system, including the constitutional system, federalism, the presidency, Congress, the Supreme Court, political parties, voting behavior, and civil rights. Students may not hold credit for both POLS 3650 and the former POLS 3920. Prerequisite: a grade of "C" or better in one of: POLS 2602, or POLS 2005, or the former POLS 2000.

POLS 3730 Canadian Constitutional Politics Cr.Hrs. 3 +3.0  
An in-depth examination of the constitutional foundations of the Canadian regime as well as the politics of the constitution and of constitutional reform. Prerequisite: a grade of "C" or better in one of: POLS 2702, or POLS 2073, or the former POLS 2070.

POLS 3740 Provincial Politics Cr.Hrs. 3 +3.0  
A survey of the politics of the Canadian provinces. Emphasis is on comparison of political cultures, governing institutions, political parties, elections and contemporary controversies. Students may not hold credit for both POLS 3740 and the former POLS 4180. Prerequisite: a grade of "C" or better in one of: POLS 2702, or POLS 2073, or the former POLS 2070.

POLS 3750 City Politics Cr.Hrs. 3 +3.0  
An examination of both institutions and political processes related to city politics in Canada. Prerequisite: a grade of "C" or better in one of: POLS 2702, or POLS 2073, or the former POLS 2070.

POLS 3760 Media and Politics Cr.Hrs. 3 +3.0  
An introduction to the role of media in politics. Topics include political communication, political marketing and media discourse. Prerequisite: a grade of "C" or better in one of: POLS 2702, or POLS 2073, or the former POLS 2070.

- POLS 3940 Canadian Public Policy Cr.Hrs. 3 +3.0  
This course reviews the dominant theories that explain the origins and process of public policy development in Canada. Primary focus is on Canadian governmental actors and institutions. Prerequisite: a grade of "C" or better in POLS 2902 or POLS 2571.
- POLS 4310 Advanced Seminar in Political Theory Cr.Hrs. 3 +3.0  
Topics may include, but are not limited to: advanced history of political theory, advanced contemporary political theory, political theory and the family, liberalism and critics, toleration, political theory and gender, and conservative political theory. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different. Restricted to students enrolled in the Honours program in Political Studies.
- POLS 4520 American Foreign and Defense Policy Cr.Hrs. 3 +3.0  
Examines American foreign policy with an emphasis upon the post-Cold War period. Students may not hold credit for both POLS 4520 and the former POLS 4940. Restricted to students enrolled in the Honours program in Political Studies.
- POLS 4540 Strategic Studies 1 Cr.Hrs. 3 +3.0  
An in-depth examination of the politics surrounding the nature, role, and utility of armed force in international politics, with particular focus upon the dominant theories, concepts and ideas that have governed or driven the development and employment of armed force. Students may not hold credit for both POLS 4540 and the former POLS 4730. Restricted to students enrolled in the Honours program in Political Studies.
- POLS 4550 Strategic Studies 2 Cr.Hrs. 3 +3.0  
An analysis of various post-Cold War dimensions of strategy. Topics covered include nuclear deterrence and proliferation, the evolution of warfare, counterinsurgency, terrorism, the use of robots on future battlefields, or cyberwarfare. Students may not hold credit for both POLS 4550 and the former POLS 4730. Restricted to students enrolled in the Honours program in Political Studies. Prerequisite: A grade of "C" or better in POLS 4540.
- POLS 4560 Canada and the Arctic Cr.Hrs. 3 +3.0  
An examination of the nature of domestic and international relations in the Arctic with an emphasis on the Canadian perspective. Students may not hold credit for both POLS 4560 and POLS 4170 when titled, "Canada and the Arctic: Issues of Governance and Security". Restricted to students enrolled in the Honours program in Political Studies.
- POLS 4580 International Relations Theory Cr.Hrs. 3 +3.0  
An overview of the dominant and alternative analytical perspectives and debates in the study of International Relations. Students may not hold credit for POLS 4580 and any of: POLS 3841 or POLS 4170 when titled "International Relations Theory." Restricted to students enrolled in the Honours program in Political Studies.
- POLS 4640 Comparative Indigenous Politics Cr. Hrs. 3 +3.0  
An examination of Indigenous law and politics in a comparative perspective. The course introduces students to key themes, debates, ideas, trends and controversies pertaining to Indigenous law and politics and its study. Students may not hold credit for both POLS 4640 and POLS 4170 when titled "Comparative Indigenous Politics." Restricted to students enrolled in the Honours program in Political Studies.

POLS 4920 Theories and Issues in Public Administration Cr.Hrs. 3 +3.0

Integrating theory and practice helps to better understand the challenges facing public administration. Topics covered include changing approaches to management, human resource and financial management, reporting, accountability, citizen engagement, and network governance. Students may not hold credit for both POLS 4920 and POLS 4170 when titled "Theories and Issues in Public Administration." Restricted to students enrolled in the Honours program in Political Studies.

POLS 4930 Public Policy Process and Issues Cr.Hrs. 3 +3.0

An examination of policy analysis, including key foundational concepts and significant theories, models, and approaches; how and why the policy process operates as it does (empirical) and how and why some think it should (normative); and specific policy issues. Students may not hold credit for both POLS 4930 and POLS 4170 when titled "Public Policy Process and Issues." Restricted to students enrolled in the Honours program in Political Studies.

POLS 4950 Qualitative Methods and Communication Cr.Hrs. 3 +3.0

Communication coupled with an understanding of qualitative research approaches are key to success in public administration. Topics include research design, policy research, referencing, evaluating writing and research, and presenting for results. Students may not hold credit for both POLS 4950 and POLS 4170 when titled "Qualitative Methods and Communications for the Public Sector." Restricted to students enrolled in the Honours program in Political Studies.

POLS 4960 Governance and Administration Cr.Hrs. 3 +3.0

An examination of theories of organization and bureaucracy linked to administrative practices in the public sector. Governance models (Traditional Public Administration, New Public Management, Multi-level Governance) in the Canadian, provincial, and local context will be explored. Students may not hold credit for both POLS 4960 and POLS 4170 when titled "Governance and Administration." Restricted to students enrolled in the Honours program in Political Studies.

POLS 4970 State-Civil Society Relations Cr.Hrs. 3 +3.0

An examination of how the state relates to civil society actors, notably the voluntary sector in Canada. Students will critically assess the role voluntary organizations play - and should play - in governing process. Students may not hold credit for both POLS 4970 and POLS 4170 when titled "State-Civil Society Relations." Restricted to students enrolled in the Honours program in Political Studies.

POLS 4980 Public Opinion and Public Policy Cr.Hrs. 3 +3.0

An exploration of the nature, expression, and measurement of public opinion; how governments use public opinion; and the benefits and challenges associated with the use of public opinion in governance. Students may not hold credit for both POLS 4980 and the POLS 4170 when titled "Public Opinion and Public Policy." Restricted to students enrolled in the Honours program in Political Studies.

Modifications:

POLS 3100 Gender and Politics in Canada Cr.Hrs. 3 0.0

This course introduces the principal themes in the study of gender and politics in Canada. Topics may include women's political organizing and activism, representation in political institutions, the gendered division of labour in the private and public spheres, gender and public policy, and the gendered nature of political behaviour. Prerequisite: [a grade of "C" or better in

POLS 2702 or the former POLS 2070 or the former POLS 2071] or [a grade of "C" or better in both of POLS 2073 and POLS 2075] or written consent of instructor or department head.

POLS 3250 International Political Economy Cr.Hrs. 3 0.0  
A survey of the relationship between political authority and the production and distribution of global wealth. Emphasis is placed on the historical development of international political economy, its fundamentals, as well as major theoretical perspectives. Students may not hold credit for both POLS 3250 and POLS 3251. Prerequisite: [a grade of "C" or better in one of: POLS 2504, or POLS 2045, or the former POLS 2040, or the former POLS 2041] or written consent of instructor or department head.

POLS 3270 Theories of the Capitalist World Order Cr.Hrs. 3 0.0  
A critical survey of major theories that have successively dominated understandings of the modern capitalist world order including mercantilism, free trade, imperialism, hegemonic stability theory, globalization, regionalism, empire and multipolarity, paying particular attention to the political economy underlying each. Prerequisite: [a grade of "C" or better in one of: POLS 2504, or POLS 2045, or the former POLS 2040, or the former POLS 2041] or written consent of instructor or department head.

POLS 3470 Canadian Public Management Cr.Hrs. 3 0.0  
An introduction to the internal and external factors affecting contemporary public sector management in Canada. The course will examine the primary values, policies, processes, and structures within the civil service. Prerequisite: a grade of "C" or better in POLS 2902 or written consent of instructor or department head.

POLS 3640 Comparative Defence Policy Cr.Hrs. 3 0.0  
The examination within a comparative framework of the factors determining the making and implementation of the defence policies of a number of representative and significant countries. Prerequisite: [a grade of "C" or better in one of: POLS 2504, or POLS 2045, or the former POLS 2040, or the former POLS 2041 ] or written consent of instructor or department head.

POLS 3670 Canadian Political Parties Cr.Hrs. 3 0.0  
This course provides students with an understanding of the origins, evolution, operation and programmes of Canadian political parties. Topics addressed include party types, party systems, party organization and financing, electoral activities and party leadership. Prerequisite: [a grade of "C" or better in POLS 2702 or the former POLS 2070 or the former POLS 2071] or [a grade of "C" or better in both POLS 2073 and POLS 2075] or written consent of instructor or department head.

POLS 3720 Politics, Government and Society in Ukraine Cr.Hrs. 3 0.0  
An analysis of political transition and development in Ukraine. Ukraine's international relations will also be examined. Students may not hold credit for both POLS 3720 and POLS 3140 when titled "Government Politics in Ukraine" or the former POLS 2920. Prerequisite: [a grade of "C" or better in one of: POLS 2504, or POLS 2602, or POLS 2005, or POLS 2045, or the former POLS 2000, or the former POLS 2040, or the former POLS 2041] or written consent of the instructor or department head.

POLS 3860 Canadian Federalism Cr.Hrs. 3 0.0  
An examination of Canadian federal structures and processes with emphasis on constitutional influences, the evolution of jurisdictions, province-building and contemporary federal issues.

Prerequisite: [a grade of "C" or better in POLS 2702 or the former POLS 2070] or [a grade of "C" or better in both POLS 2073 and POLS 2075].

POLS 3880 Comparative Foreign Policy Cr.Hrs. 3 0.0

A comparative study of the factors affecting foreign policy in selected countries including, but not limited to, Canada, the United States, Russia, China, Japan, Great Britain, France, and Germany. The course also includes an examination of international, regional, and domestic factors affecting the creation of foreign policy by states. Students may not hold credit for both POLS 3880 and POLS 3881. Prerequisite: [a grade of "C" or better in one of: POLS 2504, or the former POLS 2041, or the former POLS 2040] or written consent of instructor or department head.

### **NET CHANGE IN CREDIT HOURS: - 9.0**

Program modifications:

Modifications to the following programs are outlined on the next 3 pages:

- **Bachelor of Arts (Single Advanced Major) in Political Studies**
- **Bachelor of Arts (Single Honours) in Political Studies**
- **Bachelor of Arts (Double Honours) in Political Studies**

## Political Studies

- Modification of the Single Advanced Major, Single Honours, Double Honours and Program Notes

Added material  
~~Deleted material~~

### 8.24.2 Political Studies

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>GENERAL MAJOR TOTAL: 30 CREDIT HOURS</b>			
6 credit hours in Political Studies courses numbered at or above the 1000 level	<ul style="list-style-type: none"><li>• 18 credit hours in Political Studies courses numbered at or above the 2000 level</li><li>• 6 credit hours in Political Studies courses numbered at or above the 3000 level</li></ul>		
<b>SINGLE ADVANCED MAJOR TOTAL: 48 CREDIT HOURS</b>			
6 credit hours in Political Studies courses numbered at or above the 1000 level	<ul style="list-style-type: none"><li><del>• 6 credit hours in Political Studies courses numbered at the 2000 level</del></li><li>• <u>30 credit hours in Political Studies courses numbered at or above the 2000 level</u></li><li>• 6 credit hours in Political Studies courses numbered at <u>or above</u> the 3000 level</li><li>• 6 credit hours in Political Studies courses numbered at the 4000 level</li><li><del>• an additional 24 credit hours in Political Studies courses numbered at or above the 2000 level</del></li></ul>		
<b>MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS</b>			
6 credit hours in Political Studies courses numbered at or above the 1000 level	12 credit hours in Political Studies courses numbered at or above the 2000 level		
<b>SINGLE HONOURS<sup>5.1</sup></b>			
6 credit hours in Political Studies courses numbered at or above the 1000 level	<ul style="list-style-type: none"><li><del>• POLS 2000, POLS 2040, POLS 2070, POLS 2510</del></li><li>• <u>21 credit hours in Political Studies courses numbered at the 2000 level</u></li><li>• <del>6-9</del> credit hours in ancillary options<sup>3</sup></li></ul>	<ul style="list-style-type: none"><li>• POLS 3950</li><li>• 21 credit hours in Political Studies courses numbered at the 3000 level<sup>2</sup></li><li>• 6 credit hours in ancillary options<sup>3</sup></li></ul>	<ul style="list-style-type: none"><li>• <u>3 credit hours in Political Studies courses numbered at the 3000 level<sup>2</sup></u></li><li>• 18 credit hours in Political Studies courses numbered at the 4000 level</li><li>• <del>4-9</del> credit hours in ancillary options<sup>3</sup></li></ul>



<b>DOUBLE HONOURS<sup>1, 5</sup></b>			
6 credit hours in Political Studies courses numbered at or above the 1000 level	<ul style="list-style-type: none"> <li><del>12 credit hours from POLS 2000, POLS 2040, POLS 2070, POLS 2510</del></li> <li>• 12 credit hours in Political Studies courses numbered at the 2000 level</li> <li>• 6 credit hours in ancillary options<sup>3</sup></li> <li>• 12 credit hours in other Honours field</li> </ul>	<ul style="list-style-type: none"> <li>• 12 credit hours in Political Studies courses numbered at the 3000 level<sup>2</sup></li> <li>• 6 credit hours in free options<sup>4</sup></li> <li>• 12 credit hours in other Honours field</li> </ul>	<ul style="list-style-type: none"> <li>• 12 credit hours in Political Studies courses numbered at the 4000 level</li> <li>• 6 credit hours in free options<sup>4</sup></li> <li>• 12 credit hours in other Honours field</li> </ul>
<b>NOTES:</b>  <sup>1</sup> Within the courses required above, a student must include at least six credit hours in political theory ( <u>POLS 2302, POLS 3310, POLS 3320, POLS 3350, POLS 3360, POLS 3370, POLS 3380, POLS 4310, POLS 4320</u> ). <u>Students who enrolled in a program in Political Studies prior to Fall 2019 may use the aforementioned courses to satisfy the requirement for six credit hours in political theory.</u>  <sup>2</sup> A student in Single or Double Honours may, with written permission of the department head, substitute: six credit hours in Honours courses numbered at the 4000-level in place of six credit hours numbered at the 3000-level.  <sup>3</sup> Ancillary options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (excluding Political Studies courses).  <sup>4</sup> Free options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (including Political Studies courses).  <sup>5</sup> <del>Honours courses: all 4000 level courses</del>			

## Transition Plan

Please note that the only students affected by these program changes will be those registered in the Political Studies Single Honours or Double Honours programs. Students registered in the General Major, Advanced Major, or Minor programs will not be affected.

These program changes result in the following implications for students already registered in the Single or Double Honours programs when the new program is implemented. They are,

Students who have taken 2000-level courses in the old program. The difficulty here is that these courses were 6-credits each. A single honours student, for example, who has taken all four would have accumulated 24 credits at the 2000 level, whereas only 21 credits (for single honours) and 12 credits (for double honours) are required at the 2000 level in the new program.

**Response:** Students who started a Single or Double Honours program prior to the beginning of the new program will be able to count credits accumulated at the 2000-level that are in excess of the new requirements towards the requirements for 3000-level courses.

**Rationale:** Our current 6-credit 2000-level courses cover a substantial number of topics that would generally be covered in more senior courses. This solution allows students mid-program to transition into the new program without affecting the quality of the education they are receiving.

**Example:** Jonathan, who is registered in the Single Honours program, has taken 18 credits at the 2000 level. However, only 12 credits are required to graduate under the new program. Accordingly, Jonathan is able to count his 6 excess credits towards the requirement for 3000 level credits.

## Psychology

### Modification:

PSYC 3860 Child Language Development Cr.Hrs. 3 0.0  
The study of first language acquisition from infancy through childhood. Aspects of phonology, morphology, pragmatics and syntax acquisition are discussed, as well as formal theories of acquisition, second language and bilingual acquisition, atypical development and the relationship of language acquisition with literacy. Also offered as LING 3860. Students may not hold credit for PSYC 3860 and any of: LING 3860 or the former PSYC 2860 or the former LING 2860. Prerequisite: [a grade of "C" or better in PSYC 2290 or PSYC 2291] or [a grade of "C" or better in 9 credit hours of Linguistics courses] or written consent of department head.

### **NET CHANGE IN CREDIT HOURS: 0.0**

## Religion

### Deletions:

RLGN 2550 History of Early Christian Thought Cr.Hrs. 3 -3.0  
RLGN 2560 History of Medieval Christian Thought Cr.Hrs. 3 -3.0  
RLGN 3170 Eastern Religions in the West Cr.Hrs. 3 -3.0  
RLGN 3200 Paul and the Letters Cr.Hrs. 3 -3.0  
RLGN 3240 Jesus and the Gospel Writings Cr.Hrs. 3 -3.0  
RLGN 3780 Selected New Testament Literature and Themes Cr.Hrs. 6 -6.0  
RLGN 4200 Early Christian Gnosticism Cr.Hrs. 3 -3.0

### Introductions:

RLGN 2114 Monks, Mystics and Manuscripts in Medieval Christianity Cr.Hrs.3 +3.0  
This course is an introduction to how people in the Middle Ages experienced and shaped Christianity in the Latin West. We examine the thoughts and actions of individuals profoundly affected by their understanding of the divine as manifested through Scripture, art and community. Through primary sources, we explore topics such as monasticism, university teaching, medicine, preaching and pilgrimage, while paying close attention to questions of authority, knowledge, and gender relations.

RLGN 2200 Atheism Cr.Hrs. 3 +3.0  
An introduction to historical and contemporary varieties of atheism. The course may draw on textual, sociological, historical, philosophical, and psychological perspectives on atheisms as world-views, ideologies, and social movements.

RLGN 3112 Religion and the Imagination Cr. Hrs. 3 +3.0  
This course examines role of the imagination in the creation and transmission of social institutions. Students will learn about the evolutionary development of the imagination, its role in creating shared social identities through cooperation, and its generative power to assign status functions. Emphasis will be given to the role of the imagination in ritualization and mythmaking.

RLGN 3152 Buddhism in the West Cr.Hrs. 3 +3.0

This course examines the development of Buddhism in the West, a process that began with Westerners encountering Buddhism in Asia, led to Asian Buddhists coming to propagate Buddhism in the West, and is now resulting in the development of new forms of Buddhism that are distinctly Western, so much so, in fact, that whether they continue to qualify as Buddhist is an open question.

RLGN 3162 Buddhist Philosophy Cr. Hrs. 3 +3.0

This course surveys Buddhist philosophy and its development from roughly the mid-second millennium to the present day. We will focus primarily on early Buddhist philosophy, abhidharma, Mahayana philosophy, including Madhyamaka and Yogacara, Tibetan Buddhist philosophy, and Zen.

RLGN 4040 Religion and Democracy Cr.Hrs. 3 +3.0

This course focuses on role of religion in democratic societies. Topics covered may include secular and post-secular, secularism; democracy, religion, and human rights; religion and the law; nationalism and religion, and so on. Disciplinary approaches to religion and democracy will be discussed: historical, political, feminist, sociological, and philosophical. Key thinkers may include Jürgen Habermas, John Rawls, Charles Taylor, Seyla Benhabib, Nancy Fraser. Prerequisite: written consent of department head.

RLGN 4282 Advanced Studies in Medieval Christianity Cr.Hrs. 3 +3.0

This course will focus on topics pertaining to Medieval Christianity (c. 500 to c. 1500 CE) As the course content will vary from year to year, students may take this course more than once for credit. Prerequisite: written consent of instructor or department head.

#### Modifications:

RLGN 2040 Early Modern Christianity in a Global Context Cr.Hrs. 3 0.0

This course explores the globalization of Christianity through the study of the historical events, teachings, and practices that shaped Western Christianity from the late Middle Ages to the 20th century, through the reformations of the sixteenth century, the Enlightenment, and the subsequent colonial enterprises. We explore the tumultuous events that led to the division of the Western Church into Protestant and Catholic and engendered a redefinition of "Christendom" which continued to evolve as missionaries and others travelled to new territories. The second part of the course focuses on the expansion of Christianity in Asia, Africa and the Americas and its effects on local populations.

RLGN 2120 Faith and Reason Cr.Hrs. 3 0.0

Can faith and reason coexist? This course examines religious and philosophical understandings of faith and reason, both historical and contemporary, giving students the tools to engage with contemporary debates on faith and reason in an informed way. Topics explored include proofs for God, science and reason, scripture and language, belief, agnosticism and atheism drawing on authors such as Aristotle, Maimonides, Aquinas, Kierkegaard, Marx, Freud, A.J. Ayer, and Steven Cahn. Students may not hold credit for both RLGN 2120 and the former RLGN 2630.

RLGN 2160 Hebrew Bible (Tanakh / "Old Testament") Cr.Hrs. 3 0.0

An introduction to the Hebrew Bible (called by Jews "Tanakh" and by Christians "Old Testament") and to Jewish and scholarly ways of reading this ancient and influential collection of writings. Students may not hold credit for both RLGN 2160 and RLGN 2161.

RLGN 3230 Gender, the Body, and Sexuality in Early Christianity Cr.Hrs. 3 0.0

This course focuses on the way in which gender, the body, and sexuality were culturally constructed in early Christian texts and practices. The first five centuries CE were a time in which new understandings of the body, sexual difference, and gender roles came into prominence among large portions of the ancient Mediterranean population. This course will explore these uniquely Christian understandings as well as it will investigate continuities between Christian constructions and those found in Greco-Roman and Jewish society at the time. In particular, the course will explore trends within early Christianity, such as the emphasis on extreme ascetic practices and sexual renunciation.

RLGN 4280 Advanced Studies in Early Christianity Cr.Hrs. 3 0.0

This course will focus on topics pertaining to the first 500 years of Christianity. As the course content will vary from year to year, students may take this course more than once for credit. Prerequisite: written consent of instructor or department head.

### **NET CHANGE IN CREDIT HOURS: -3.0**

Program modifications:

Modifications to the following programs are outlined on the next 2 pages:

- **Bachelor of Arts (General Major) in Religion**
- **Bachelor of Arts (Single Advanced Major) in Religion**
- **Bachelor of Arts (Single Honours) in Religion**
- **Bachelor of Arts (Double Honours) in Religion**

## Religion

- Modification to the General Major, Single Advanced Major, Single Honours, Double Honours

Added Material

~~Deleted Material~~

YEAR 1	YEAR 2	YEAR 3	YEAR 4
GENERAL MAJOR TOTAL: 30 CREDIT HOURS			
6 credit hours in Religion courses	<ul style="list-style-type: none"><li>• 6 credit hours in Religion courses numbered at the 3000 level (with written consent of the department head, students are permitted to substitute Honours courses in the Major)</li><li>• 18 credit hours in Religion courses</li></ul>		
<ul style="list-style-type: none"><li>• Within the courses required above, only 12 credit hours are permitted to be numbered at the 1000 level</li><li>• Within the courses required above, students must complete courses from at least two religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism<sup>1</sup></li></ul>			
SINGLE ADVANCED MAJOR TOTAL: 48 CREDIT HOURS			
6 credit hours in Religion courses	<ul style="list-style-type: none"><li>• 12 credit hours in Religion courses numbered at the 4000 level (with written consent of the department head, students may be permitted to substitute courses numbered at the 3000 level)</li><li>• 30 credit hours in Religion courses</li></ul>		
<ul style="list-style-type: none"><li>• Within the courses required above, only 12 credit hours are permitted to be numbered at the 1000 level</li><li>• Within the courses required above, students must complete courses from at least three religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism<sup>1</sup></li></ul>			
MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS			
6 credit hours in Religion courses	6 credit hours in Religion courses	6 credit hours in Religion courses	
Within the courses required above, only 12 credit hours are permitted to be numbered at the 1000 level			
SINGLE HONOURS <sup>4</sup>			
6 credit hours in Religion courses	<ul style="list-style-type: none"><li>• 18 credit hours in Religion courses numbered at the 2000 level</li><li>• 12 credit hours in ancillary options<sup>2</sup></li></ul>	<ul style="list-style-type: none"><li>• 12 credit hours in Religion courses numbered at the 3000 level</li><li>• 18 credit hours in Religion courses numbered at the 4000 level</li><li>• RLGN 4310, RLGN 4320</li><li>• 12 credit hours in free options<sup>3</sup></li><li>• 12 credit hours in ancillary options<sup>2</sup></li></ul>	
Within the courses required above, students must complete courses from at least three religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism <sup>1</sup>			
DOUBLE HONOURS <sup>4</sup>			
6 credit hours in Religion courses	<ul style="list-style-type: none"><li>• 12 credit hours in Religion courses numbered at the 2000 level</li></ul>	<ul style="list-style-type: none"><li>• 6 credit hours in Religion courses numbered at the 3000 level</li></ul>	

	<ul style="list-style-type: none"> <li>• 6 credit hours in ancillary options<sup>2</sup></li> <li>• 12 credit hours in other Honours field</li> </ul>	<ul style="list-style-type: none"> <li>• 12 credit hours in Religion courses numbered at the 4000 level</li> <li>• RLGN 4310, RLGN 4320</li> <li>• 12 credit hours in free options<sup>3</sup></li> <li>• 24 credit hours in other Honours field</li> </ul>
<p>Within the courses required above, students must complete courses from at least three religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism<sup>1</sup></p>		
<p><b>NOTES:</b></p> <p><sup>1</sup> Religious traditions are categorized as follows:</p> <p>Buddhism includes: RLGN 2020, RLGN 3150, <u>RLGN 3152, RLGN 3162</u>, RLGN 3260, RLGN 3266, RLGN 4100.</p> <p>Christianity includes: RLGN 1350, RLGN 2036, RLGN 2040, RLGN 2050, <u>RLGN 2114</u>, RLGN 2170, RLGN 2520, RLGN 2530, <del>RLGN 2550</del>, <del>RLGN 2560</del>, RLGN 2840, RLGN 2850, <del>RLGN 3200</del>, RLGN 3230, <del>RLGN 3240</del>, RLGN 3780, RLGN 3870, <del>RLGN 4200</del>, RLGN 4280, <u>RLGN 4282</u>.</p> <p>Hinduism includes: RLGN 2010, RLGN 3210, RLGN 4060, RLGN 4190.</p> <p>Islam includes: RLGN 2100, RLGN 2780, RLGN 2790, RLGN 3190, RLGN 3194, RLGN 4180.</p> <p>Judaism includes: RLGN 1120, RLGN 1390, RLGN 1400, RLGN 2140, RLGN 2160, RLGN 2730, RLGN 2760, RLGN 2770, RLGN 3280, RLGN 3800, RLGN 3810, RLGN 3824.</p> <p><sup>2</sup> Ancillary options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (excluding Religion courses).</p> <p><sup>3</sup> Free options are to be chosen from courses that are acceptable for credit in the Faculty of Arts (including Religion courses).</p> <p><sup>4</sup> Honours courses: all 4000 level courses.</p>		

## Sociology

Modification:

SOC 3370 Sociology of Work Cr. Hrs. 3

0.0

An examination of work as a central aspect of human social life; its changing nature and content in response to technological, political, and social change; how work is organized and understood by employers and workers; its consequences for individuals, social institutions, and society. Students may not hold credit for SOC 3370 and any of: SOC 3371, LABR 3370, or LABR 3110 when taught as "Sociology of Work". Prerequisite: [a grade of "C" or better in SOC 1200 or the former SOC 1201] or [a grade of "C" or better in both SOC 1211 and SOC 1221] or [a grade of "C" or better in either LABR 1260 or LABR 1290].

**NET CHANGE IN CREDIT HOURS: 0.0**

## Ukrainian Canadian Heritage Studies

Program modifications:

Modifications to the following programs are outlined on the next 3 pages.

- **Bachelor of Arts (General Major) in Ukrainian Canadian Heritage Studies**
- **Bachelor of Arts (Single Advanced Major) in Ukrainian Canadian Heritage Studies**
- **Minor (Concentration) in Ukrainian Canadian Heritage Studies**



## Ukrainian Canadian Heritage Studies

- Modification to the list of courses available for credit in the General Major, Single Advanced Major and Minor programs.

Added Material

~~Deleted Material~~

### 8.28.2 Ukrainian Canadian Heritage Studies

0.26.2 Ukrainian Canadian Heritage Studies

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>GENERAL MAJOR TOTAL: 30 CREDIT HOURS</b>			
6 credit hours from List A	24 credit hours from List B taken from each of three different departments, to include at least 6 credit hours from the 3000 level or higher		
<b>SINGLE ADVANCED MAJOR TOTAL: 48 CREDIT HOURS</b>			
6 credit hours from List A	<ul style="list-style-type: none"><li>• 6 credit hours from List A</li><li>• 36 credit hours from List B, to include at least 12 credit hours from the 3000 level or higher</li></ul>		
<b>MINOR (CONCENTRATION) TOTAL: 18 CREDIT HOURS</b>			
6 credit hours from List A	• 12 credit hours from List B taken from each of two different departments		

## List A

### Faculty of Arts

#### Economics

<u>ECON 1210</u>	Introduction to Canadian Economic Issues and Policies	3
<u>ECON 1220</u>	Introduction to Global and Environmental Economic Issues and Policies	3

#### German and Slavic Studies

<u>UKRN 1230</u>	Ukrainian Language Seminar Abroad	3
<u>UKRN 1310</u>	Introductory Ukrainian	6
<u>UKRN 2260</u>	Ukrainian Culture Seminar Abroad	3
<u>UKRN 2720</u>	Intermediate Ukrainian	6

#### History

<u>HIST 1200</u>	An Introduction to the History of Western Civilization (G)	6
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<b>HIST 1350</b>	An Introduction to the History of Western Civilization to 1500 (G)	3
<b>HIST 1360</b>	An Introduction to the History of Western Civilization from 1500 (G)	3
<b>HIST 1400</b>	History of the Canadian Nation Since 1867 (C)	3

#### Political Studies

<b>POLS 1502</b>	Introduction to Political Studies	3
<b>POLS 1506</b>	Survey of Political Studies	3
<b>POLS 2040</b>	<del>Introduction to International Relations</del>	6
<b>POLS 2070</b>	<del>Introduction to Canadian Government</del>	6
<b>POLS 2502</b>	<u>Introduction to World Affairs</u>	<u>3</u>
<b>POLS 2504</b>	<u>Introduction to International Relations</u>	<u>3</u>
<b>POLS 2702</b>	<u>Introduction to Canadian Politics</u>	<u>3</u>

#### Religion

<b>RLGN 1322</b>	Introduction to Eastern Religions	3
<b>RLGN 1324</b>	Introduction to Western Religions	3
<b>RLGN 1350</b>	The History of Eastern Christianity	6

#### Sociology and Criminology

<b>SOC 1200</b>	Introduction to Sociology	6
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### **Clayton H. Riddell Faculty of Environment, Earth, and Resources**

#### Geography

<b>GEOG 1280</b>	Introduction to Human Geography	3
<b>GEOG 1290</b>	Introduction to Physical Geography	3

#### School of Art

<b>FAAH 1030</b>	Introduction to Art 1A	3
<b>FAAH 1040</b>	Introduction to Art 2A	3

### **List B**

#### **Faculty of Arts**

#### Economics

<b>ECON 2510</b>	The Economy of Ukraine	3
German and Slavic Studies		
<b>UKRN 2410</b>	Ukrainian Canadian Cultural Experience	3
History		
<b>HIST 2600</b>	Introduction to Ukraine (E)	3
<b>HIST 2610</b>	Making of Modern Ukraine (E)	3
<b>HIST 3910</b>	The Ukrainians in Canada (C)	3
Political Studies		
<b>POLS 3720</b>	Politics, Government and Society in Ukraine	3
Religion		
<b>RLGN 2520</b>	Eastern Christianity in North America	3
<b>RLGN 2530</b>	Eastern Christianity in the Contemporary World	3
Ukrainian Canadian Heritage Studies		
<b>UCHS 3100</b>	The Ukrainian Arts in Canada	3
<b>Clayton H. Riddell Faculty of Environment, Earth, and Resources</b>		
Geography		
<b>GEOG 2570</b>	Geography of Canada (A)	3
<b>GEOG 2900</b>	Geography of Canadian Prairie Landscapes (A)	3
<b>School of Art</b>		
<b>FAAH 3280</b>	Early Byzantine Art and Architecture	3
<b>FAAH 3290</b>	Later Byzantine Art and Architecture	3

## Women's and Gender Studies

Modifications to the following programs are outlined on the next 3 pages:

- **Bachelor of Arts (General Major) in Women's and Gender Studies**
- **Bachelor of Arts (Single Advanced Major) in Women's and Gender Studies**
- **Bachelor of Arts (Double Advanced Major) in Women's and Gender Studies**
- **Bachelor of Arts (Single Honours) in Women's and Gender Studies**
- **Bachelor of Arts (Double Honours) in Women's and Gender Studies**
- **Minor (Concentration) in Women's and Gender Studies**

## Women's and Gender Studies

- Modification to the list of courses available to students in the General, Single Advanced, Double Advanced, Single Honours, Double Honours, and Minor (Concentration).

### Added Material

### ~~Deleted Material~~

## List A

### Faculty of Arts

#### Anthropology

<b>ANTH 3320</b>	Women in Cross-Cultural Perspective	3
<b>ANTH 3321</b>	Femmes, société et cultures (USB)	3
<b>ANTH 3330</b>	Sex and Sexualities	3

#### Classics

<b>CLAS 2210</b>	Women in Ancient Greece and Rome	3
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#### Economics

<b>ECON 2362</b>	Economics of Gender	3
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#### French, Spanish and Italian

<b>FREN 2680</b>	Littérature féminine française (B)	3
<b>FREN 3860</b>	Études sur Beauvoir (B)	3

#### German

<b>GRMN 1310</b>	Love in German Culture in English Translation (C)	3
<b>GRMN 3280</b>	Sex, Gender and Cultural Politics in the German-Speaking World (B)	3
<b>GRMN 3282</b>	Sex, Gender and Cultural Politics in the German-Speaking World in English Translation (C)	3

#### History

<b>HIST 2400</b>	History of Human Rights and Social Justice in the Modern World (G,M)	3
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<b>HIST 3572</b>	The History of Women, Gender, and Sexuality in Canada (C)	6
<b>HIST 3760</b>	Problems in American History 1	3
	Acceptable for credit only when the topic is "Gender and Sexuality in 20th Century America."	
<b>HIST 3811</b>	Famille, amour et mariage dans la société occidentale, 1500-1800 (E)	6
<b>HIST 4060</b>	Gender History in Canada (C)	6

#### Native Studies

<b>NATV 2430</b>	Indigenous Women's Stories	3
<b>NATV 3360</b>	Aboriginal Women of Canada	3
<b>NATV 3360</b>	Indigenous Women in Canada	3
<b>NATV 3380</b>	Cultural Constructions of Gender in Canadian Aboriginal Societies	3
<b>NATV 3380</b>	Gender and Indigenous Societies	3

#### Philosophy

<b>PHIL 3220</b>	Feminist Philosophy	3
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#### Political Studies

<b>POLS 3100</b>	Gender and Politics in Canada	3
<b>POLS 3240</b>	Feminist Political Theory	3

#### Psychology

<b>PSYC 2380</b>	Psychology of Gender	3
<b>PSYC 3570</b>	Psychology of Women	3

#### Religion

<b>RLGN 2680</b>	Women and Religion 1	3
<b>RLGN 2690</b>	Women and Religion 2	3

#### Slavic Studies

<b>UKRN 3970</b>	Women and Ukrainian Literature	3
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#### Sociology

<b>SOC 2460</b>	The Family	3
<b>SOC 2461</b>	La famille (USB)	3
<b>SOC 2470</b>	Courtship and Marriage	3
<b>SOC 3350</b>	Feminism and Sociological Theory	3
<b>SOC 3770</b>	Women, Health and Medicine	3
<b>SOC 3790</b>	Women, Crime and Social Justice	3
<b>SOC 3810</b>	Sociological Perspectives on Gender and Sexuality	3
<b>SOC 3811</b>	Sociologie de la sexualité et des rôles sexuels (USB)	3

#### **School of Art**

<b>FAAH 2110</b>	Women and Art	3
<b>FAAH 4090</b>	Seminar on Contemporary Issues in Art	3

Acceptable for credit only when the topic is "Women Artists."

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

<b>GEOG 4280</b>	Gender and the Human Environment	3
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#### **Marcel A. Desautels Faculty of Music**

<b>MUSC 4130</b>	History of Women in Music	3
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#### **Faculty of Nursing**

<b>NURS 3330</b>	Women and Health	3
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For course descriptions, see departmental listings.

NOTE: List A courses are identified in Aurora Student with the course attribute of "Women's Studies Requirement."

**Faculty of Engineering**

**Biosystems Engineering**

Program modifications:

Modifications to the **Bachelor of Science in Engineering (Biosystems), Biomedical Specialization** are outlined on the next 2 pages.



#### 4.4.4 Specializations

##### **Specializations in Biosystems Engineering**

Students wishing to pursue more focused studies in a Biosystems Engineering subject area have the choice of completing one of three specializations: 1) Biomedical, 2) Bioresource, or 3) Environmental. To complete a specialization, you will be required to complete two science electives (identified as Group A), three Biosystems Engineering design electives (identified as Group B), two complementary studies electives (identified as Group C), and two free electives (selected from Groups B, C or D). The similarly-themed courses that have been identified for each specialization take the place of two science electives, three Biosystems Engineering design electives, two complementary studies electives, and two free electives in the general Biosystems Engineering program (i.e., completing a specialization does not require any additional coursework).

##### **Biomedical Specialization**

The biomedical specialization provides engineers with knowledge of human anatomy and physiology to enhance the understanding of the role to be played by engineers in specific areas within biomedical engineering such as rehabilitation engineering, clinical engineering, medical imaging, and orthopaedics.

Students who obtain a grade of "C" or better in the courses listed below will receive a notation of "Biomedical Specialization" on their transcript at the time of graduation.

##### Group A: Science Electives (choose both courses)

BIOL 1410 Human Anatomy

BIOL 1412 Physiology of the Human Body

##### Group B: Biosystems Engineering Design Electives (choose 3 from the list)

BIOE 4414 Imaging and Spectroscopy for Biosystems

BIOE 4610 Design of Assistive Technology Devices

BIOE 4640 Bioengineering Applications in Medicine

##### Group C: Complementary Studies Electives (choose 2 from the list)

ENG 1900 Occupational Health and Safety Awareness

ENVR 3400 Introduction to Environment and Health

HIST 4660 History of Health and Disease (6) (counts as 2)

HIST 4680 Social History of Health and Disease in Modern Canada (6) (counts as 2)

HNSC 1210 Nutrition for Health and Changing Lifestyles

NATV 3240 Native Medicine and Health

~~PERS 1200~~ **KPER 1200** Physical Activity, Health and Wellness

PHIL 2740 Ethics and Biomedicine (or PHIL 2741 Éthique et biomédecine)

##### Group D: Free Electives (choose 2 from the list)

(Note: additional courses from Group C can be used to fulfill Group D electives.)

BIOE 4650 Textiles in Healthcare and Medical Applications

BIOL 2410 Human Physiology 1

BIOL 2420 Human Physiology 2

BIOL 4470 Sensory-Motor Physiology

CHEM 2210 Introductory Organic Chemistry 1

CHEM 2360 Biochemistry 1

CHEM 2370 Biochemistry 2

ECE 4610 Biomedical Instrumentation and Signal Processing

~~KIN 2330~~ **KPER 2330** Biomechanics

KIN 4330 Advanced Biomechanics

MECH 4322 Design of Biomechanical Devices

MECH 4360 Biomaterials for Medical Applications

PHYS 3220 Medical Physics and Physiological Measurement

PHYS 4400 Medical Imaging

Note: Special permission may be granted by the Head of Department for courses not appearing on the list for Group C or Group D.

## **Faculty of Kinesiology and Recreation Management**

### Introductions:

KPER 4810 Senior Thesis Preparation Cr.Hrs. 3 +3.0

An opportunity for continuing FCRM students in 4th year to participate in independent research. Under the supervision of a faculty member, each student will create and defend a research prospectus and literature review, and then develop a methodology to conduct a research study. Prerequisites: KPER 2120 (C) and (KPER 2320 (C) or the former PERS 3550 (C)) and a minimum DGPA of 3.0 and approval of instructor.

KPER 4820 Senior Thesis Research Project Cr.Hrs.3 +3.0

A 4th year research experience involving the delivery and dissemination of a research project under the supervision of a faculty member. Students will create, produce, and defend a written research document building on skills developed in KPER 4810. Prerequisites: KPER 4810 (C) and approval of instructor.

### Modifications:

KPER 2120 Academic Skills in Kinesiology and Recreation Management Cr.Hrs.3 0.0

This course provides interdisciplinary and multidisciplinary academic preparation and communication skills for students pursuing undergraduate degrees from the Faculty of Kinesiology and Recreation Management. Prerequisite: KPER 1400 (or the former PERS 1400 or the former REC 1400) or KPER 1500 (or the former PERS 1500 or the former PHED 1500).

KPER 2350 Introduction to Research Cr.Hrs. 3 0.0

(Lab required) Students will become familiar with the basic principles and methods of research in the humanities, biological, life and social sciences. Students will develop the conceptual foundations and practical skills needed to locate, understand, and evaluate primary research publications. May not be held with the former PERS 3350, the former KIN 3350, the former REC 3350, or the former REC 2010. Prerequisite: STAT 1000 (D) or STAT 1001 (D) or STAT 1150 (D).

KPER 3630 Service and Experiential Learning Cr.Hrs. 3 0.0

This service-learning course combines cognitive learning and affective service to enhance student learning by connecting theory with practical experience and thinking with action. In a holistic learning environment, students apply service and experiential learning theories to community issues in physical activity and leisure while reflecting on their experiences and gaining deeper appreciation and skill development. Prerequisite: KPER 2200 (C) or PERS 2200 (C) or the former PHED 3080 (C) or the former REC 2530 (C).

KPER 4630 Supervised Fieldwork Experience Cr.Hrs. 12 0.0

The fieldwork practicum is a professionally supervised field experience that provides an opportunity to apply knowledge gained in academic courses and exposure to new concepts of professional practice in the fields of physical activity, health and wellness or leisure. Students are placed for a 13-week period of full time work within a suitable agency. May not be held with the former PERS 4630, the former REC 3080, the former PHED 4620, or the former KIN/REC 4630. Prerequisites: Successful completion of 90 credit hours of course work in the BKIn or BRMCD degree and a minimum DGPA of 2.5 and permission of instructor. Evaluated on a pass/fail basis.

KPER 4632 Supervised Fieldwork Experience A Cr.Hrs. 6 0.0

The fieldwork practicum is a professionally supervised field experience that provides an opportunity to apply knowledge gained in academic courses and exposure to new concepts of professional practice in the fields of physical activity, health and wellness or leisure. Students are placed for the Fall term in a professional environment with a mentor/direct supervisor. May not be held with the former PERS 4630, the former KIN 4630, the former REC 4630, the former REC 3080, or the former PHED 4620. Prerequisites: Successful completion of 90 credit hours of course work in the BKin or BRMCD degrees and a minimum DGPA of 2.5 and permission of instructor. Evaluated on a pass/fail basis.

KPER 4634 Supervised Fieldwork Experience B Cr.Hrs. 6 0.0

The fieldwork practicum is a professionally supervised field experience that provides an opportunity to apply knowledge gained in academic courses and exposure to new concepts of professional practice in the fields of physical activity, health and wellness or leisure. Students are placed for the Winter term in a professional environment with a mentor/direct supervisor. May not be held for credit with PERS 4630, the former KIN 4630, the former REC 4630, the former REC 3080, or the former PHED 4620. Prerequisites: Successful completion of 90 credit hours of course work in the BKin or BRMCD degrees and a minimum DGPA of 2.5 and permission of instructor. Evaluated on a pass/fail basis.

#### **NET CHANGE IN CREDIT HOURS: +6.0**

Program modifications:

Modifications to the following programs are outlined on the next 5 pages:

- **Bachelor of Kinesiology**
- **Bachelor of Kinesiology (Athletic Therapy)**

## Faculty of Kinesiology and Recreation Management – Program Changes

Revisions to:

- Bachelor of Kinesiology, Bachelor of Kinesiology (Athletic Therapy)

Key: **New Material**

~~Deleted Material~~

### 4.1 Program Requirements: Bachelor of Kinesiology

(Students admitted Direct Entry in September 2017 or later)

Program and Graduation Requirements: Bachelor of Kinesiology

To graduate with a four-year Bachelor of Kinesiology degree, a student must have passed the 120 credit hours of the program outlined below and must have achieved a Degree Grade Point Average (DGPA) of 2.00 with a minimum grade of "C" in all Faculty-required courses.

A maximum of 158 credit hours may be attempted in order to obtain the 120 credit hours required for graduation with the Bachelor of Kinesiology degree.

Year 1: 30 credit hours

Course No.	Credit Hours
BIOL 1410 Anatomy of the Human Body	3
BIOL 1412 Physiology of the Human Anatomy	3
KPER 1200 Physical Activity, Health and Wellness	3
KPER 1500 Foundations of Physical Education and Kinesiology	3
PSYC 1200 Introduction to Psychology	6
STAT 1000M Basic Statistical Analysis 1	3
Faculty of Science Courses from List A	6
Elective	3

Year 2: 30 credit hours

Course No.	Credit Hours
KPER 2120 Academic Skills in Kinesiology and Recreation Management	3
KPER 2170 History of Physical Activity and Leisure	3
KPER 2200 Planning Principles	3
KPER 2320 Human Anatomy	3
KPER 2330 Biomechanics	3
KPER 2350 Introduction to Research	3
KPER 2540 Psychology of Sport and Physical Activity	3
KPER 2700 Motor Control and Learning	3

Elective

6

Year 3: 30 credit hours

Course No.	Credit Hours
KPER 3100 Inclusive Physical Activity and Leisure	3
KPER 3460 Sociology of Physical Activity and Leisure	3
KPER 3470 Exercise Physiology	3
KPER 3510 Physical Activity and Aging	3
KPER 3512 Principles of Fitness Training	3
Faculty Elective	6
Elective	9

Year 4: 30 credit hours

Course No.	Credit Hours
KPER 4020 Philosophy of Physical Activity and Leisure	3
KPER 4100 Current Issues	3
Advanced Faculty Electives*	12
Faculty Elective (any)	3
Elective	9

\*Advanced Faculty Electives can be chosen from KIN or KPER courses at the 3000- or 4000-level.

List A: List of Faculty of Science Electives.

ASTR 1810 Introduction to Astronomy: The Magnificent Universe (3)  
 ASTR 1830 Life in the Universe (3)  
 BIOL 1020 Biology1: Principles and Themes (3)  
 BIOL 1030 Biology 2: Biological Diversity and Interactions (3)  
 CHEM 1300 University 1 Chemistry: Structure and Modelling in Chemistry (3)  
 CHEM 1310 University 1 Chemistry: An Introduction to Physical Chemistry (3)  
 CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry (3)  
 COMP 1010 Introductory Computer Science (or equivalent) (3)  
 COMP 1020 Introductory Computer Science 2 (3)  
~~MATH 1200 Elements of Discrete Mathematics (3)~~  
 MATH 1240 Elementary Discrete Mathematics (3)  
 MATH 1300 Vector Geometry and Linear Algebra (or equivalent) (3)  
 MATH 1500 Introduction to Calculus (or equivalent) (3)  
 MATH 1700 Calculus 2 (or equivalent) (3)  
 MBIO 1010 Microbiology 1 (3)  
 PHYS 1020 General Physics 1 (or equivalent) (3)  
 PHYS 1030 General Physics 2 (or equivalent) (3)  
 STAT 2000 Basic Statistical Analysis 2 (or equivalent) (3)

## 4.2 Program Requirements: Bachelor of Kinesiology – Athletic Therapy Program

(Students admitted Year 2 Advanced Entry in September 2018 or later)

Program and Graduation Requirements: Bachelor of Kinesiology - Athletic Therapy

To graduate with a four-year Bachelor of Kinesiology – Athletic Therapy degree, a student must have passed the 120 credit hours of the program outlined below and must have achieved a Degree Grade Point Average (DGPA) of 2.00 with a minimum grade of “C” in all Faculty-required courses.

A maximum of 158 credit hours may be attempted in order to obtain the 120 credit hours required for graduation with the Bachelor of Kinesiology - Athletic Therapy.

Students are expected to progress through the Athletic Therapy program as outlined below. It is strongly recommended that courses be completed in the sequence and year indicated, otherwise an additional year may be required.

Valid Health Care Provider CPR and Standard First Aid certification are required before the beginning of each term of registration (if lapsed, students must re-certify). Each year while in the program, Athletic Therapy students must also register as members with both the Manitoba Athletic Therapists Association (MATA) and Canadian Athletic Therapists Association (CATA).

Athletic Therapy Practica (KIN 3912, KIN 3914 & KIN 4910)

Students in the Athletic Therapy Program will be required to complete several hours of clinical and field (sports team) experiences on campus and in the community during their degree. These experiences provide opportunities to apply the knowledge and skills students obtain via their educational curriculum, in a practical hands-on manner, and therefore enhance their preparation for the Canadian Athletic Therapy Association (CATA) examinations. Students must successfully complete the previous year's courses and be registered in all of the present year's courses in order to register in each practicum (KIN 3912, KIN 3914 & KIN 4910).

### Year 1 University 1: 30 credit hours

Course No.		Credit Hours
BIOL 1410	Anatomy of the Human Body	3
BIOL 1412	Physiology of the Human Anatomy	3
HNSC 1210	Nutrition for Health and Changing Lifestyles	3
KPER 1200	Physical Activity, Health and Wellness	3
KPER 1500	Foundations of Physical Education and Kinesiology	3
PSYC 1200	Introduction to Psychology	6
STAT 1000M	Basic Statistical Analysis 1	3
	Faculty of Science Courses from List A	6

### Year 2: 30 credit hours

Course No.		Credit Hours
KIN 2750	Athletic Therapy Skills	3
KIN 2200	Basic Trauma and Life Support	3
KIN 3320	Advanced Human Anatomy	3
KPER 2120	Academic Skills in Kinesiology and Recreation Management	3
KPER 2170	History of Physical Activity and Leisure	3
KPER 2200	Planning Principles	3
KPER 2320	Human Anatomy	3



KPER 2330	Biomechanics	3
KPER 2350	Introduction to Research	3
KPER 2700	Motor Control and Learning	3

Year 3: 30 credit hours

Course No.		Credit Hours
KIN 3160	Pathology and Sport Medicine	3
KIN 3330	Functional Assessment and Restoration A	3
KIN 3332	Functional Assessment and Restoration B	3
KIN 3400	Therapeutic Modalities	3
KIN 3912	Athletic Therapy Practicum	4
KIN 3914	Clinical Block Placement	2
KPER 3100	Inclusive Physical Activity and Leisure	3
KPER 3460	Sociology of Physical Activity and Leisure	3
KPER 3470	Exercise Physiology	3
KPER 3512	Principles of Fitness Training	3

Year 4: 30 credit hours

Course No.		Credit Hours
KIN 2540	Psychology of Sport and Physical Activity	3
KIN 3510	Physical Activity and Aging	3
KIN 4160	Advanced Pathology and Sport Medicine	3
KIN 4330	Advanced Biomechanics	3
KIN 4400	Therapeutic Exercise Rehabilitation	3
KIN 4910	Athletic Therapy Practicum	6
KPER 4020	Philosophy of Physical Activity and Leisure	3
KPER 4100	Current Issues	3
	Electives	3

List A: List of Faculty of Science Electives.

ASTR 1810 Introduction to Astronomy: The Magnificent Universe (3)  
 ASTR 1830 Life in the Universe (3)  
 BIOL 1020 Biology1: Principles and Themes (3)  
 BIOL 1030 Biology 2: Biological Diversity and Interactions (3)  
 CHEM 1300 University 1 Chemistry: Structure and Modelling in Chemistry (3)  
 CHEM 1310 University 1 Chemistry: An Introduction to Physical Chemistry (3)  
 CHEM 1320 University 1 Chemistry: An Introduction to Organic Chemistry (3)  
 COMP 1010 Introductory Computer Science (or equivalent) (3)  
 COMP 1020 Introductory Computer Science 2 (3)  
~~MATH 1200 Elements of Discrete Mathematics (3)~~  
 MATH 1240 Elementary Discrete Mathematics (3)  
 MATH 1300 Vector Geometry and Linear Algebra (or equivalent) (3)  
 MATH 1500 Introduction to Calculus (or equivalent) (3)  
 MATH 1700 Calculus 2 (or equivalent) (3)



MBIO 1010 Microbiology 1 (3)  
PHYS 1020 General Physics 1 (or equivalent) (3)  
PHYS 1030 General Physics 2 (or equivalent) (3)  
STAT 2000 Basic Statistical Analysis 2 (or equivalent) (3)

Modifications to the following programs are outlined on the next 3 pages:

- **Bachelor of Recreation Management and Community Development**
- **Minor in Recreation Studies**

## Faculty of Kinesiology and Recreation Management – Program Changes

### Revisions to:

- Bachelor of Recreation Management and Community Development Program and Minor in Recreation Studies

Key: **New Material**

~~Deleted Material~~

## 4.4 Program Requirements: Bachelor of Recreation Management and Community Development

(Students admitted Year 1 Direct Entry in September 2017 or later)

### Program and Graduation Requirements: Bachelor of Recreation Management and Community Development

To graduate with a four-year Bachelor of Recreation Management and Community Development degree, a student must have passed the 120 credit hours of the program outlined below and must have achieved a Degree Grade Point Average (DGPA) of 2.00 with a minimum grade of “C” in all faculty-required courses. A maximum of 158 credit hours may be attempted in order to obtain the 120 credit hours required for graduation with the Bachelor of Recreation Management and Community Development degree.

#### Year 1 – University 1: 30 credit hours

Course No.		Credit Hours
KPER 1200	Physical Activity, Health and Wellness	3
KPER 1400	Concepts of Recreation and Leisure	3
PSYC 1200	Introduction to Psychology	6
SOC 1200	Introduction to Sociology	6
STAT 1000	Introduction to Statistical Analysis 1	3
	Electives	<del>12</del> 9

#### Year 2: 30 credit hours

Course No.		Credit Hours
KPER 2120	Academic Skills in Kinesiology and Recreation Management	3
KPER 2170	History of Physical Activity and Leisure	3
KPER 2200	Planning Principles	3
KPER 2350	Introduction to Research	3
REC 2400	Management and Marketing of Leisure Services	3

Introductory Recreation Electives		9
Must choose 3 of the following 4 5:		
REC 2100	Introduction to Leisure Travel (3)	
REC 2130	Introduction to Outdoor and Land-Based Recreation (3)	
REC 2150	Introduction to Therapeutic Recreation (3)	
REC 2170	Introduction to Sport Management (3)	
REC 2650	Social Aspects of Aging	
Electives		9 6

#### Year 3: 30 credit hours

Course No.		Credit Hours
KPER 3100	Inclusive Physical Activity and Leisure	3
KPER 3460	Sociology of Physical Activity and Leisure	3
REC 3072	Principles of Community Development	3
REC 3180	Social Psychology of Leisure	3
REC 3220	Program Planning and Evaluation	3
REC 3630	Service and Experiential Learning	3
REC 3850	The Planning of Recreation Areas and Facilities	3
Advanced Recreation Elective		6 3
Electives		9 6

#### Year 4: 30 credit hours

Course No.		Credit Hours
KPER 4020	Philosophy of Physical Activity and Leisure	3
KPER 4100	Current Issues	3
KPER 4630	Supervised Fieldwork Experience (or both KPER 4631 and 4632 combined)	12
REC 4070	Advanced Community Development	3
Advanced Recreation Elective		6 3
Electives		21 6

#### List C: List of Approved Advanced Recreation Electives:

- REC 3090 Sustainable Nature-Based Tourism (3)
- REC 3170 Sport and Development in Community (3)
- REC 3310 Cultural Tourism (3)
- REC 3770 Indigenous Perspectives on Land-Based Education (3)
- REC 4060 Person Centred Leisure Education (3)
- REC 4072 Advanced Marketing of Leisure Services (3)
- REC 4120 Recreational Travel and Tourism (3)
- REC 4250 Leisure and Aging (3)
- REC 4350 Parks and Protected Areas Planning, Management: Field Studies (6)
- REC 4400 The Administration of Special Events (3)
- REC 4720 Wilderness Adventures (3)
- REC 4770 Indigenous Recreation and Wellbeing (3)



KPER 4000 Special Topics (3)  
KPER 4110 The Olympics and the Global Sporting Event (3)  
KPER 4310 Physical Activity Counselling  
KPER 4320 Sport and the Body (3)  
KPER 4340 Sport, Film and Society (3)  
PHED 4710 Outdoor Education (3)

#### 4.6 Minor in Recreation Studies (123)

The Recreation Studies Minor consists of 18 hours of credit in the following courses offered by the Faculty of Kinesiology and Recreation Management. To qualify for and declare the Minor in Recreation Studies, students must achieve a grade of "C" or better in KPER 1400. A student must obtain department approval (when necessary) and declare the minor with their home faculty for access into advanced REC courses.

Required Core Courses for the Minor in Recreation Studies (6 credit hours):

- KPER 1400 Concepts of Recreation and Leisure (3 credit hours)
- REC 2400 Management and Marketing of Leisure Services (3 credit hours)

Two Required Elective Courses for the Minor in Recreation Studies (Choose 6 credit hours from the following):

- REC 2100 Introduction to Leisure Travel (3 credit hours)
- REC 2130 Introduction to Outdoor and Land-Based Recreation (3 credit hours)
- REC 2150 Introduction to Therapeutic Recreation (3 credit hours)
- REC 2170 Introduction to Sport Management (3 credit hours)
- REC 2650 Social Aspects of Aging (3 credit hours)

Two Advanced Electives (Choose 6 credit hours from the following):

REC 3090 Sustainable Nature-Based Tourism (3 credit hours)  
REC 3170 Sport Development in Community (3 credit hours)  
REC 3310 Cultural Tourism (3 credit hours)  
REC 3770 Indigenous Perspectives on Land-Based Education (3 credit hours)  
REC 4060 Person Centred Leisure Education (3 credit hours)  
REC 4072 Advanced Marketing of Leisure Services (3 credit hours)  
REC 4120 Recreational Travel and Tourism (3 credit hours)  
REC 4250 Leisure and Aging (3 credit hours)  
REC 4350 Parks and Protected Areas Planning and Management (6 credit hours) (Summer Session Travel Study – Instructor Permission Required)  
REC 4400 The Administration of Special Events (3 credit hours)  
REC 4720 Wilderness Adventures (3 credit hours)  
REC 4770 Indigenous Recreation and Wellbeing (3 credit hours)  
KPER 4000 Special Topics (3 credit hours)  
KPER 4110 The Olympics and the Global Sporting Event (3 credit hours)  
KPER 4320 Sport and the Body (3 credit hours)  
KPER 4340 Sport, Film and Society (3 credit hours)

## **Faculty of Management**

### **Faculty of Management**

Program modifications:

Modifications to the **Bachelor of Commerce (Honours), Aboriginal Business Studies Major** are outlined below.

### **I.H. Asper School of Business/Faculty of Management** **Aboriginal Business Studies Major Program Modification**

#### **4.2 Program Requirements for Majors**

##### **~~Aboriginal~~ Indigenous Business Studies Major**

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

**Effective September 2019, along with all existing course prerequisites, the mandatory core course ENTR 2030 (C) has been added to the following Entrepreneurship courses in this major: ENTR 3100 and ENTR 4100. The prerequisite to ENTR 2030 is GMGT 1010 (D).**

Students interested in the ~~Aboriginal~~ **Indigenous** Business Studies Major are encouraged to discuss course options with an Asper Program Advisor as not all courses are offered every year.

Modifications to the following programs are outlined on the next 20 pages:

- **Bachelor of Commerce (Honours)**, including
  - The Core
  - Asper School of Business / Red River College Articulation Agreement
  - Asper School of Business / Assiniboine Community College Joint Program
  - Asper School of Business / University College of the North Joint Program
  - Asper School of Business/ École technique et professionnelle joint program

## **Faculty of Management/I.H. Asper School of Business**

### **Revisions to the Academic Calendar**

#### **4.1 Program Requirements for the Bachelor of Commerce (Honours) Program – Direct Entry, Track 1 and Track 2 (including students admitted from International Articulation Agreements)**

All students admitted under these tracks (including International Students and International from 2+2 Joint Programs) will complete the Bachelor of Commerce Honours Program. The Bachelor of Commerce (Honours) degree is comprised of 120 credit hours and can be divided into the following components:

- The Track 1/Foundation Course Requirements (24 credit hours)
- The Core (~~51~~ **54** credit hours)
- The Major (12 credit hours)
- Business Options (15 credit hours)
- Electives (~~15~~ **12** credit hours)
- Business Option or Elective (3 credit hours)

These components comprise 120 credit hours; their associated limits and definitions are defined below.

~~NOTE: Students admitted prior to September 2011 should refer to the 2010-2011 Undergraduate Calendar for a description of their program requirements.~~ **Students admitted to the Asper School of Business prior to the current calendar year should refer to the Academic Calendar for the year in which they were admitted for a description of their program requirements.**

#### **Track 1/Foundation Course Requirements**

All students must complete the specified Track 1/Foundation course requirements. Direct Entry students from high school will complete the Track 1/Foundation courses in their first year. Track 1 students complete these requirements prior to their admission to the Asper School of Business. Track 2 students have completed 24 credit hours of university course work but are missing one or more of the specific Track 1/Foundation courses. Track 2 students should complete all outstanding Track 1/Foundation courses during their first year after admission to the Asper School of Business and must achieve a minimum grade of “C” in each outstanding Track 1/Foundation courses.

#### **The Core**

The CORE consists of ~~51~~ **54** credit hours of specified mandatory courses from all four departments in this faculty as well as courses taught by the departments of Economics, Environment, Global Political Economy, Political Studies, Philosophy and Sociology. All students are required to complete the Core. The Core presents the essence of a business degree program. The majority of the Core courses are taken in Years 2 and 3 of the Bachelor of Commerce Honours Program.

#### **The Major**

Each student is required to complete the course requirements of one MAJOR. Each department and the Dean’s Office have developed one or more Majors. Each Major consists of a 12 credit hours of course work specified by the department. Subject to demand and faculty resources, specialized Majors are available in ~~Aboriginal~~ **Indigenous** Business Studies, Accounting, Actuarial Mathematics, Entrepreneurship/Small Business, Finance, Generalist, Human Resources Management/Industrial Relations, International Business, Logistics and Supply Chain Management, Management Information

Systems, Management of Organizations, Marketing, and Operational Research/Operations Management. A list of the Departments and the Majors they oversee is outlined below.

Students will normally choose a Major at the beginning of the third year of the program, following completion of many of the Core courses, which introduce the areas. Students have an opportunity to transfer from one Major to another, but this opportunity decreases as the student progresses in the program.

### **Business Options**

This component of the program consists of a required number of Business courses, meaning courses taught by the Faculty of Management/I.H. Asper School of Business, freely selected by the student. These courses are referred to as Business OPTIONS. Students are required to complete 15 credit hours of Options. All Business Options courses must be at the 2000 Level or higher, except for language courses used as part of the International Business Major. Some students may want to take Options which will supplement their Major, whereas other students may prefer to broaden their educational base by selecting Business courses in another or several other Majors. Students who want to supplement their Majors may take up to 12 hours of their Options from that area. Students may complete a second Major as part of their Options requirements. Such students should consult with staff in the Undergraduate Program Office.

### **Electives (non-business courses)**

This component of the program is the NON-BUSINESS ELECTIVE requirement; within this document it will be referred to as an Elective. An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business. Students must complete ~~15~~ **12** credit hours of Electives that meet the following criteria; a minimum of ~~6~~ **3** credit hours of the Electives must be at the 2000 Level or higher plus a minimum of 3 credit hours of the Electives must comprise a freely chosen course that meets the Written English "W" requirement at any level.

### **Business Option or Elective**

This component of the program consists of 3 credit hours which may be either a Business Option or Elective and it must be at the 2000 Level or higher.

### **Course Requirements for Direct Entry, Track 1 and Track 2 Students**

The tables below list the Core courses that all Business students must complete. The courses are listed by year in a *suggested* sequence. Students normally complete the Core courses in the sequence shown.

To determine which additional courses to take each year (i.e., non-Core courses) students should consult the listing of course requirements for each year of their chosen Major.

YEAR 1: Track1/Foundation Courses	Cr. Hrs.
ANTH, HIST, MATH, PHIL, POLS, PSYC, SOC (see Note 1)	6
<a href="#">ECON 1010</a> AND <a href="#">ECON 1020</a>	6
<a href="#">MATH 1520</a> OR <a href="#">MATH 1500</a> OR MATH 1230 (see Note 11)	3



STAT 1000 OR STAT 1150 (see Note 12)	3
Written English "W" (see Note 2)	3
Elective (see Note 3)	3
Minimum credit hours to qualify (see Note 4)	24
Year 1: Core Courses	
GMGT 1010	3
One of : GMGT 2060, GMGT 2070 or MKT 2210	3
Total credit hours (see Note 4)	30
YEAR 2	
ACC 1100	3
ACC 1110	3
FIN 2200	3
GMGT 2010	3
Two of : GMGT 2060, GMGT 2070, MKT 2210; whichever two courses not taken in Year 1 (see Note 5)	6
MIS 2000	3
MSCI 2150	3
<b>ENTR 2030</b>	<b>3</b>
Electives (see Note 6)	<del>6</del> 3
Total credit hours	<b>30</b>
YEAR 3	
HRIR 2440	3
GMGT 3300	3
SCM 2160	3
International Business Requirement (see Note 7)	3
Ethics (see Note 8)	3
Electives, Options & Major Courses (see Notes 6 and 10)	15
Total credit hours	<b>30</b>
YEAR 4	
GMGT 4010	3
Alternative Management Studies (see Note 9)	3
Electives, Options and Major Courses (see Notes 6 and 10)	24
Total credit hours	<b>30</b>
<b>Total Credit Hours Required for Degree</b>	<b>120</b>

**NOTES:**

1) 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or

Sociology. Courses chosen for this requirement must be independent from courses taken to fulfill other degree requirements.

2) Students are required to select a three credit hour course to satisfy the Written English “W” requirement. The “W” course for the Foundation course requirement must be from a specific discipline ([ARTS 1110](#), [GMGT 1010](#) and [GMGT 2010](#) are not considered to be from a specific discipline and therefore do not fulfil the Track 1/Foundation Written English course requirement). Courses that satisfy the Written English requirement are listed in the chapter, General Academic Regulations and Policy.

3) [PHIL 1290](#) Critical Thinking is a preferred elective.

4) For Track 1 transfer students these 24 credit hours of specified courses are the minimum requirements for admission. Direct Entry high school admits will also be taking these Foundation courses in Year 1. All students regardless of admit type must take these courses and achieve a minimum grade of “C” (see applicant bulletin for complete details).

5) The prerequisite to [GMGT 2060](#) and [GMGT 2070](#) is [GMGT 1010](#) (D).

6) In addition to ~~51~~ **54** credit hours of Core courses all students must take 12 credit hours in one Major, 15 credit hours of Business Options (which must be at the 2000 Level or higher, except for language courses used as part of the International Business Major., ~~15~~ **12** credit hours of Electives (which must include a minimum of ~~6~~ **3** credit hours at the 2000 Level or higher plus 3 credit hours of Written English “W”) plus 3 credit hours of either Business Options or Electives (which must be at the 2000 Level or higher).

7) International Business Requirement: One of the following courses must be chosen: [ACT 4250](#), [INTB 2200](#), [FIN 3450](#), [HRIR 4520](#), [MKT 3300](#), [MKT 3240](#) (Cross-Cultural Brand Management topic only) or [SCM 3230](#).

8) Ethics requirement: One of the following courses: [PHIL 2290](#), [PHIL 2750](#), [PHIL 2790](#), [PHIL 2830](#), [GMGT 3030](#) or [GMGT 3581](#). If a 6 credit hour course is chosen, 3 credit hours will count as Electives.

9) Alternative Management Requirement: One of the following must be chosen: [AGRI 3030](#) (Cooperatives in Business and Community topic only), [ECON 2540](#), [LABR 2300](#), [NATV 3120](#), [NATV 4220](#), [NATV 4320](#), [POLS 3250](#), [POLS 3270](#), [SOC 3838](#) or any one of the following Asper courses: [GMGT 4210](#), [LEAD 3030](#) or [MKT 3246](#) (or the former [MKT 3240](#) when titled Sustainability Marketing topic only). Take careful note of any course prerequisites in your timetable planning. Course prerequisites will be waived for Asper students in the following courses: [NATV 3120](#), [NATV 4220](#) [NATV 4320](#), and [POLS 3270](#); students must contact an Asper Program Advisor before registration for the prerequisite waiver. May be taken in Year 3 or Year 4.

10) Students may register for Electives in any year. Registration in Options and Major courses normally begins in Year 3 of the 4-Year program.

11) The prerequisite for [MATH 1520](#) or [MATH 1500](#) is a 60 per cent in Grade 12 Pre-Calculus Mathematics 40S or equivalent or a grade of “C” in the MSKL 0100 Mathematical Skills course taught by Extended Education; the prerequisite for [MATH 1230](#) is a 70% in Pre-calculus Mathematics or the former Mathematics 40S (300) (70%) or the MSKL 0100 Mathematical Skills offered by Extended Education (B).

12) The prerequisite for [STAT 1150](#) is a minimum of 70% in Pre-calculus Mathematics 40S or a grade of B or better in MSKL 0100 Mathematical Skills offered by Extended Education or equivalent.

#### **4.4 Program Requirements for the Asper School of Business/Red River College Articulation Agreement Program**

Prior to admission to the Asper School of Business/Red River College Joint Program, students must complete the Business Administration Diploma (University Stream) at Red River College with a minimum cumulative grade point average of 3.00. Students must have graduated from the Diploma program within the last 5 years to be eligible for admission. Admission is limited and competitive. Following admission to the Asper School of Business, students in the Joint Program will be required to complete 66 credit hours to earn the Bachelor of Commerce (Honours) degree. The 66 credit hours can be divided into the following components: the Core, the Major, Business Options, and Electives. These components and their associated limits are defined below.

##### **Overview:**

Under the Asper School of Business / Red River College Articulation Agreement, graduates of the Business Administration Diploma at Red River College may seek admission to the Bachelor of Commerce (Honours) program at the University of Manitoba. Applicants must have graduated from the Business Administration Diploma program at Red River College within the past 5 years. Students must have a minimum of 42 hours of transferable credits to be eligible for admission; a maximum of 54 credit hours from Red River College can be transferred.

Admission under the Asper School of Business / Red River College Articulation Agreement is limited to an annual quota and is competitive. Applicants satisfying the minimum entry requirements should realize that they are eligible for consideration, but that selection is academically competitive and within the discretion of the Asper School of Business.

##### **Specific Required Course Work at Red River College**

To be considered for admission, applicants must have completed the following courses at Red River College with a minimum grade of “C”:

- ECON-1022 Microeconomics
- ECON-2000 Macroeconomics
- MATH-1020 Statistics
- COMP-1975 Business Computing

To be eligible for admission, applicants must achieve a minimum grade point average of 3.00 on their RRC Business Administration Diploma and that GPA must be equal to or greater than the competitive GPA of those admitted to the Asper School of Business under Track 1.

##### **NOTES:**

1. Red River College applicants are admitted solely based on their college coursework.
2. The maximum allowed external transfer, from all sources combined, is 60 credit hours. If the student has additional post-secondary work other than from Red River College, it will be assessed for potential transfer credit.
3. If Psychology (SOSC 3001) and/or Sociology (SOSC 3007) are taken at Red River College, the student must achieve a minimum grade of “C” in the course to receive transfer credit to the Bachelor of Commerce (Honours) program.
4. All applicants whose primary language is not English and who do not qualify for a waiver under the University of Manitoba’s English language proficiency regulations will be required to demonstrate proficiency in English through one of the options listed at the University of Manitoba Admissions web site.

5. All program requirements are listed in Section 4.1 of the Calendar. The specific courses that must be completed after admission and transfer credit assignment will vary from student to student. Please see an Asper Program Advisor for individual advice in this regard.

5. Students admitted to the Asper School of Business prior to the current calendar year should refer to the Academic Calendar for the year in which they were admitted for a description of their program requirements.

**NOTE:** Senate has approved changes to the RRC/Asper articulation agreement effective for the September 2018 intake. Please contact the Asper Undergraduate Program Office, Room 268 Drake, for information and details on the admission requirements and transfer credit processing.

#### **NOTES:**

1) Students admitted to the Asper School of Business prior to September 2018 should refer to the Academic Calendar for the year in which they were admitted for the requirements for this major.

2) September 2018 is the last intake of the old articulation agreement created for "University Stream" graduates from the RRC diploma.

3) For students admitted under the "University Stream" and following the old program requirements, prior to and including September 2018, the degree requirements include:

#### **The Core**

The CORE comprises 30 credit hours of the 66 required in the Joint Program. The Foundation courses (6 credit hours) should be taken in the first year at the Asper School. Students must achieve a minimum "C" grade in each Foundation course. The Program Core courses (24 credit hours) may be taken at any point in the program, but the course GMGT 4010 must be taken in the student's final term. Core courses are listed below in the Course Requirements for RRC Joint Program Students.

#### **The Major**

Each student must complete the course requirements of one MAJOR. Each Major will consist of a 12 credit hour unit of course work. Information on completing a Second Major is listed in Section 3.12. The Majors are listed in Section 4.2.

Students may begin taking courses for their major as soon as prerequisites are met. Students have an opportunity to transfer from one Major to another, but this opportunity decreases as the student progresses in the program.

Note: Students in the Asper School of Business/Red River College Joint Program who want to major in Finance will be required to take FIN 2200 as one of their Business Options. Likewise, students who want to major in Leadership and Organizations must take GMGT 2060 as one of their Business Options.

#### **Business Options**

This component of the program consists of a required number of Business courses freely selected by the student. These courses are referred to as Business OPTIONS. Students must take at least 12 credit hours of Business Options. All Business Options courses must be at the 2000 Level or higher, except for language courses used as part of the International Business Major. Some students may want to take Business Options which will supplement their Major, whereas other students may prefer to broaden their educational base by selecting Business courses in another or several other Majors. Students who want to supplement their Majors may take up to 12 credit hours of their Business Options from that area. Students may complete a second Major as part of their Business Options requirements. Such students should consult with staff in the Undergraduate Program Office.

### **Electives**

This component of the program is the ELECTIVE requirement. An elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business. Students must take at least 9 credit hours of Electives that meet the following criteria; a 3 credit hour course at the 2000 Level or higher, 3 credit hours must be a freely chosen course that meets the Written English "W" requirement at any level plus a 3 credit hour elective at any level.

### **Business Option or Elective**

This component of the program consists of 3 credit hours which may be either a Business Option or Elective and it must be at the 2000 Level or higher.

### **Course Requirements for RRC Joint Program Students**

The course requirements for the Asper School of Business/Red River College Joint Program are as follows:

Students should register for the Foundation courses in their first year at the University of Manitoba and must achieve a minimum "C" grade in each course.

### **Foundation Courses Cr. Hrs**

- MATH 1520 or MATH 1500 or MATH 1230 (see Note 1) (3 credit hours)
- Written English Course (see Note 2) (3 credit hours)

### **Program Core Requirements**

- ACC 1110 (3 credit hours)
- MIS 2000 (3 credit hours)
- GMGT 1010 (3 credit hours)
- SCM 2160 (3 credit hours)
- GMGT 4010 (must be taken in final term) (3 credit hours)
- Ethics (see Note 3) (3 credit hours)
- Alternative Management Studies (see Note 4) (3 credit hours)
- International Business (see Note 5) (3 credit hours)

### **Total Credit Hours 30**

### **NOTES:**

1) ) The prerequisite for MATH 1520 or MATH 1500 is a 60 per cent in Grade 12 Pre-Calculus Mathematics 40S or equivalent or a grade of "C" in the MSKL 0100 Mathematical Skills course taught by Extended Education; the prerequisite for MATH 1230 is a 70% in Pre-calculus Mathematics or the former Mathematics 40S (300) (70%) or the MSKL 0100 Mathematical Skills offered by Extended Education (B). Students who have been admitted into the Joint Program and who successfully complete the Mathematical Skills course may be entitled to an additional three credit hour Elective from their Business Administration diploma.

2) Students are required to select a three credit hour course to satisfy the Written English "W" requirement. The "W" course for the Foundation course requirement must be from a specific discipline (ARTS 1110, GMGT 1010 and GMGT 2010 are not considered to be from a specific discipline and therefore do not fulfil the Track 1/ Foundation Written English course requirement). Courses that satisfy the Written English requirement are listed in the chapter, General Academic Regulations and Policy.

3) All Management students must complete three credit hours of Ethics. Students may fulfil this requirement by completing one of the following courses: PHIL 2290 (6), PHIL 2750 (3), PHIL 2790 (6), PHIL 2830 (3), GMGT 3030 (3) or GMGT 3581 (3). If a 6 credit hour course is chosen, 3 credit hours will count toward the core Ethics requirement and 3 credit hours will count as Electives.

4) Alternative Management Requirement: One of the following must be chosen: AGRI 3030 (Cooperatives in Business and Community topic only), ECON 2540, LABR 2300, NATV 3120, NATV 4220, NATV 4320, POLS 3250, POLS 3270, SOC 3838 or any one of the following Asper courses: GMGT 4210, LEAD 3030 or MKT 3246 (or the former MKT 3240 when titled Sustainability Marketing topic only). Take careful note of any course prerequisites in your timetable planning. Course prerequisites will be waived for Asper students in the following courses: NATV 3120, NATV 4220 NATV 4320, and POLS 3270; students must contact an Asper Program Advisor before registration for the prerequisite waiver. May be taken in Year 3 or Year 4.

5) International Business Requirement: One of the following courses must be chosen: ACT 4250, INTB 2200, FIN 3450, HRIR 4520, MKT 3300, MKT 3240 (Cross-Cultural Brand Management topic only) or SCM 3230.

#### **Overall Program Requirements Cr. Hrs.**

- Foundation Courses (6 credit hours)
- Program Core Courses (24 credit hours)
- Major Courses (12 credit hours)
- Business Options (12 credit hours)
- Electives (9 credit hours)
- Business Option or Elective (3 credit hours)

**Total Credit Hours 66 credit hours**

#### **4.5 Program Requirements for the Asper School of Business /Assiniboine Community College Joint Program**

Prior to admission to the Asper School of Business/Assiniboine Community College Joint Program students must complete the Business Administration Diploma (University Stream) at Assiniboine Community College with a minimum cumulative grade point average of 3.00. Students must have graduated from the Diploma program within the last 5 years to be eligible for admission. Admission is limited and competitive. Following admission to the Asper School of Business, students in the Joint Program will be required to complete 66 credit hours to earn the Bachelor of Commerce (Honours) degree. The 66 credit hours can be divided into the following components: the Core, the Major, Business Options, and Elective courses. These components and their associated limits are defined below.

NOTE: The Joint Program is currently under review; transfer credit details are subject to change. Please contact the Asper Undergraduate Program Office, Room 268 Drake, for information and details on the admission requirements and transfer credit processing.

**NOTE: Students admitted prior to September 2011 should refer to the 2010-2011 Undergraduate Calendar for a description of their program requirements. Students admitted to the Asper School of Business prior to the current calendar year should refer to the Academic Calendar for the year in which they were admitted for a description of their program requirements.**

##### **The Core**

The CORE comprises 39 credit hours of the 66 required in the Joint Program. The Foundation courses (12 credit hours) should be taken in the first year in the Asper School. Students must achieve a minimum “C” grade in each Track 1/Foundation course. The Program Core courses (27 credit hours) may be taken at any point in the program, but the course GMGT 4010 must be taken in the student’s final term. Core courses are listed below in Course Requirements for ACC Joint Program Students.

##### **The Major**

Each student must complete the course requirements of one MAJOR. Each Major will consist of a 12 credit hour unit of course work. Information on completing a Second Major is listed in Section 3.12. The Majors are listed Section 4.2.

Students may begin taking courses for their major as soon as prerequisites are met. Students have an opportunity to transfer from one Major to another, but this opportunity decreases as the student progresses in the program.

Note: Students in the Asper School of Business/Assiniboine Community College Joint Program who want to major in Finance will be required to take FIN 2200 as one of their Business options. Likewise, students who want to major in Marketing must take MKT 2210 as one of their Business Options.

##### **Business Options**

This component of the program consists of a required number of Business courses freely selected by the student. These courses are referred to as Business OPTIONS. Students must take ~~9~~**12** credit hours of Business Options. All Business Options courses must be at the 2000 Level or higher, except for language courses used as part of the International Business Major. Some students may want to take Business Options which will supplement their Major, whereas other students may prefer to broaden their educational base by selecting Business courses in other Majors. Students who want to supplement their

Majors may take up to 9 hours of their Business Options from that area. Students may complete a second Major as part of their Business Options requirements. Such students should consult with staff in the Undergraduate Program Office.

### **Electives**

This component of the program is the ELECTIVE requirement. An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business. Students must 3 credit hours of Electives that is a freely chosen course that meets the Written English “W” requirement at any level.

### **~~Business Option or Elective~~**

~~This component of the program consists of 3 credit hours which may be either a Business Option or Elective and it must be at the 2000 Level or higher.~~

### **Course Requirements for ACC Joint Program Students**

The course requirements for the Asper School of Business/Assiniboine Community College Joint Program are as follows.

Students should register for the Track 1/Foundation courses in their first year at the University of Manitoba and must achieve a minimum “C” grade in each course.

### **Foundation Courses Cr. Hrs.**

- 6 credit hours from: ANTH, HIST, MATH, PHIL, POLS, PSYC OR SOC (See Note 1) (6 credit hours)
- MATH 1520 or MATH 1500 or MATH 1230 (see Note 2) (3 credit hours)
- Written English Course (see Note 3) (3 credit hours)

### **Program Core Requirements**

- **ENTR 2030 (3 credit hours)**
- MIS 2000 (3 credit hours)
- ~~GMGT 2060 (3 credit hours)~~
- GMGT 1010 (3 credit hours)
- MSCI 2150 (3 credit hours)
- SCM 2160 (3 credit hours)
- GMGT 4010 (must be taken in final term) (3 credit hours)
- Ethics (see Note 4) (3 credit hours)
- Alternative Management Studies (see Note 5) (3 credit hours)
- International Business (see Note 6) (3 credit hours)
  
- **Total Credit Hours 39 credit hours**

### **Overall Program Requirements Cr. Hrs.**

- Track 1/Foundation Courses (12 credit hours)
- Program Core Courses (27 credit hours)



- Major Courses (12 credit hours)
- Business Options (9 ~~12~~ credit hours)
- Electives (3 credit hours)
- ~~Business Option or Elective (3 credit hours)~~

**Total credit hours 66 credit hours**

#### **NOTES:**

1) 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology. Courses chosen for this requirement must be independent from courses taken to fulfill other degree requirements.

2) The prerequisite for MATH 1520 or MATH 1500 is a 60 per cent in Grade 12 Pre-Calculus Mathematics 40S or equivalent or a grade of "C" in the MSKL 0100 Mathematical Skills course taught by Extended Education; the prerequisite for MATH 1230 is a 70% in Pre-calculus Mathematics or the former Mathematics 40S (300) (70%) or the MSKL 0100 Mathematical Skills offered by Extended Education (B). Students who have been admitted into the Joint Program and who successfully complete the Mathematical Skills course may be entitled to an additional three credit hour Elective from their Business Administration diploma.

3) Students are required to select a three credit hour course to satisfy the Written English "W" requirement. The "W" course for the Foundation course requirement must be from a specific discipline (ARTS 1110, GMGT 1010 and GMGT 2010 are not considered to be from a specific discipline and therefore do not fulfil the Track 1/ Foundation Written English course requirement). Courses that satisfy the Written English requirement are listed in the chapter, General Academic Regulations and Policy.

4) All Business students must complete three credit hours of Ethics. Students may fulfil this requirement by completing one of the following courses: PHIL 2290 (6), PHIL 2750 (3), PHIL 2790 (6), PHIL 2830 (3), , GMGT 3030 (3) or GMGT 3581 (3). If a 6 credit hour course is chosen, 3 credit hours will count toward the core Ethics requirement and 3 credit hours will count as Electives.

5) Alternative Management Requirement: One of the following must be chosen: AGRI 3030 (Cooperatives in Business and Community topic only), ECON 2540, LABR 2300, NATV 3120, NATV 4220, NATV 4320, POLS 3250, POLS 3270, SOC 3838 or any one of the following Asper courses: GMGT 4210, LEAD 3030 or MKT 3246 (or the former MKT 3240 when titled Sustainability Marketing topic only). Take careful note of any course prerequisites in your timetable planning. Course prerequisites will be waived for Asper students in the following courses: NATV 3120, NATV 4220 NATV 4320, and POLS 3270; students must contact an Asper Program Advisor before registration for the prerequisite waiver. May be taken in Year 3 or Year 4.

6) International Business Requirement: One of the following courses must be chosen: ACT 4250, INTB 2200, FIN 3450, HRIR 4520, MKT 3300, MKT 3240 (Cross-Cultural Brand Management topic only) or SCM 3230.

#### **Overall Program Requirements Cr. Hrs.**

- ~~Track 1/Foundation Courses (12 credit hours)~~
- ~~Program Core Courses (27 credit hours)~~
- ~~Major Courses (12 credit hours)~~
- ~~Business Options (9 ~~12~~ credit hours)~~

- ~~Electives (3 credit hours)~~
- ~~Business Option or Elective (3 credit hours)~~

~~**Total credit hours 66 credit hours**~~

#### **4.6 Program Requirements for the Asper School of Business /University College of the North Joint Program**

Prior to admission to the Asper School of Business/University College of the North Joint Program students must complete the Business Administration Diploma (University Stream) at University College of the North with a minimum cumulative grade point average of 3.00. Students must have graduated from the Diploma program within the last 5 years to be eligible for admission. Admission is limited and competitive. Following admission to the Asper School of Business, students in the Joint Program will be required to complete 81 credit hours to earn the Bachelor of Commerce (Honours) degree. The 81 credit hours can be divided into the following components: the Core, the Major, Business Options, and Electives. These components and their associated limits are defined below.

NOTE: The Joint Program is currently under review; transfer credit details are subject to change. Please contact the Asper Undergraduate Program Office, Room 268 Drake, for information and details on the admission requirements and transfer credit processing.

**NOTE: ~~Students admitted prior to September 2011 should refer to the 2010-2011 Undergraduate Calendar for a description of their program requirements.~~ Students admitted to the Asper School of Business prior to the current calendar year should refer to the Academic Calendar for the year in which they were admitted for a description of their program requirements.**

##### **The Core**

The CORE comprises ~~39~~ **45** credit hours of the 81 required in the Joint Program. The Foundation courses (~~15~~ **18** credit hours) should be taken in the first year in the Asper School. Students must achieve a minimum “C” grade in each Foundation course. The Program Core courses (~~24~~ **27** credit hours) may be taken at any point in the program, but the course GMGT 4010 must be taken in the student’s final term. Core courses are listed below in Course Requirements for UCN Joint Program Students.

##### **The Major**

Each student must complete the course requirements of one MAJOR. Each Major will consist of a 12 credit hour unit of course work. Information on completing a Second Major is listed in Section 3.12. The Majors are listed in Section 4.2.

Students may begin taking courses for their major as soon as prerequisites are met. Students have an opportunity to transfer from one Major to another, but this opportunity decreases as the student progresses in the program.

Note: Students in the Asper School of Business/University College of the North Joint Program who want to major in Finance will be required to take FIN 2200 as one of their Business Options. Likewise, students who want to major in Marketing must take MKT 2210 as one of their Business Options.

##### **Business Options**

This component of the program consists of a required number of Business courses freely selected by the student. These courses are referred to as Business OPTIONS. Students must take 15 credit hours of Business Options. All Business Options courses must be at the 2000 Level or higher, except for language courses used as part of the International Business Major. Some students may want to take Business Options which will supplement their Major, whereas other students may prefer to broaden their educational base by selecting Business courses in other Majors. Students who want to supplement their

Major may take up to 12 hours of their Business Options from that area. Students may complete a second Major as part of their Business Options requirements. Such students should consult with staff in the Undergraduate Program Office.

### **Electives**

This component of the program is the ELECTIVE requirement. An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business. Students must take ~~12-9~~ 6-3 credit hours of Electives that meet the following criteria; 6-3 credit hours must be at the 2000 Level or higher, 3 credit hours must be a freely chosen course that meets the Written English “W” requirement at any level, plus a 3 credit hour elective at any level.

### **Business Option or Elective**

This component of the program consists of 3 credit hours which may be either a Business Option or Elective and it must be at the 2000 Level or higher.

### **Course Requirements for UCN Joint Program Students**

The course requirements for the Asper School of Business/University College of the North Joint Program are as follows.

Students should register for the Foundation courses in their first year at the University of Manitoba and must achieve a minimum “C” grade in each course.

### **Foundation Courses**

- 6 credit hours from: ANTH, HIST, MATH, PHIL, POLS, PSYC OR SOC (See Note 1) (6 credit hours)
- MATH 1520 or MATH 1500 or MATH 1230 (see Note 2) (3 credit hours)
- Written English Course (see Note 3) (3 credit hours)
- STAT 1000 or STAT 1150 (see Note 7) (3 credit hours)
- **Elective (3 credit hours)**

### **Program Core Requirements**

- **ENTR 2030 (3 credit hours)**
- MIS 2000 (3 credit hours)
- GMGT 1010 (3 credit hours)
- MSCI 2150 (3 credit hours)
- SCM 2160 (3 credit hours)
- GMGT 4010 (must be taken in final term) (3 credit hours)
- Ethics (see note 4) (3 credit hours)
- Alternative Management Studies (see Note 5) (3 credit hours)
- International Business (see Note 6) (3 credit hours)

### **Total Credit Hours (39 credit hours)**

### **Overall Program Requirements Cr. Hrs.**

- Foundation Courses (~~15~~ 18 credit hours)

- Program Core Courses (~~24~~ **27** credit hours)
- Major Courses (12 credit hours)
- Business Options (15 credit hours)
- Electives (~~12~~ **6** credit hours)
- Business Option or Elective (3 credit hours)

### **Total Credit Hours 81**

### **NOTES:**

1) 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology. Courses chosen for this requirement must be independent from courses taken to fulfill other degree requirements.

2) The prerequisite for MATH 1520 or MATH 1500 is a 60 per cent in Grade 12 Pre-Calculus Mathematics 40S or equivalent or a grade of "C" in the MSKL 0100 Mathematical Skills course taught by Extended Education; the prerequisite for MATH 1230 is a 70% in Pre-calculus Mathematics or the former Mathematics 40S (300) (70%) or the MSKL 0100 Mathematical Skills offered by Extended Education (B). Students who have been admitted into the Joint Program and who successfully complete the Mathematical Skills course may be entitled to an additional three credit hour Elective from their Business Administration diploma.

3) Students are required to select a three credit hour course to satisfy the Written English "W" requirement. The "W" course for the Foundation course requirement must be from a specific discipline (ARTS 1110, GMGT 1010 and GMGT 2010 are not considered to be from a specific discipline and therefore do not fulfil the Track 1/ Foundation Written English course requirement). Courses that satisfy the Written English requirement are listed in the chapter, General Academic Regulations and Policy.

4) All Business students must complete three credit hours of Ethics. Students may fulfil this requirement by completing one of the following courses: PHIL 2290 (6), PHIL 2750 (3), PHIL 2790 (6), PHIL 2830 (3), GMGT 3030 or GMGT 3581 (3). If a 6 credit hour course is chosen, 3 credit hours will count toward the core Ethics requirement and 3 credit hours will count as Electives.

5) Alternative Management Requirement: One of the following must be chosen: AGRI 3030 (Cooperatives in Business and Community topic only), ECON 2540, LABR 2300, NATV 3120, NATV 4220, NATV 4320, POLS 3250, POLS 3270, SOC 3838 or any one of the following Asper courses: GMGT 4210, LEAD 3030 or MKT 3246 (or the former MKT 3240 when titled Sustainability Marketing topic only). Take careful note of any course prerequisites in your timetable planning. Course prerequisites will be waived for Asper students in the following courses: NATV 3120, NATV 4220 NATV 4320, and POLS 3270; students must contact an Asper Program Advisor before registration for the prerequisite waiver. May be taken in Year 3 or Year 4.

6) International Business Requirement: One of the following courses must be chosen: ACT 4250, INTB 2200, FIN 3450, HRIR 4520, MKT 3300, MKT 3240 (Cross-Cultural Brand Management topic only) or SCM 3230.

7) The prerequisite for STAT 1150 is a minimum of 70% in Pre-calculus Mathematics 40S or a grade of B or better in MSKL 0100 Mathematical Skills offered by Extended Education or equivalent.

### **~~Overall Program Requirements Cr. Hrs.~~**

- ~~Foundation Courses (15 **18** credit hours)~~
- ~~Program Core Courses (24 **27** credit hours)~~
- ~~Major Courses (12 credit hours)~~
- ~~Business Options (15 credit hours)~~
- ~~Electives (12 **6** credit hours)~~
- ~~Business Option or Elective (3 credit hours)~~

**Total Credit Hours ~~81~~**

#### **4.7 Program Requirements for the Asper School of Business /École technique et professionnelle joint program**

Prior to admission to the Asper School of Business/École technique et professionnelle Joint Program students must complete the Business Administration Diploma (University Stream) at École technique et professionnelle with a minimum cumulative grade point average of 3.00. Students must have graduated from the Diploma program within the last 5 years to be eligible for admission. Admission is limited and competitive. Following admission to the Asper School of Business, students in the Joint Program will be required to complete 66 credit hours to earn the Bachelor of Commerce (Honours) degree. The 66 credit hours can be divided into the following components: the Core, the Major, Business Options, and Electives. These components and their associated limits are defined below.

NOTE: The Joint Program is currently under review; transfer credit details are subject to change. Please contact the Asper Undergraduate Program Office, Room 268 Drake, for information and details on the admission requirements and transfer credit processing.

NOTE: ~~Students admitted prior to September 2011 should refer to the 2010-2011 Undergraduate Calendar for a description of their program requirements~~ **Students admitted to the Asper School of Business prior to the current calendar year should refer to the Academic Calendar for the year in which they were admitted for a description of their program requirements.**

##### **The Core**

The CORE comprises ~~36~~ **39** credit hours of the 66 required in the Joint Program. The Foundation courses (12 credit hours) should be taken in the first year in the Asper School. Students must achieve a minimum “C” grade in each Foundation course. The Program Core courses (~~24~~ **27** credit hours) may be taken at any point in the program, but the course [GMGT 4010](#) must be taken in the student's final term. Core courses are listed below in Course Requirements for ETP Joint Program Students.

##### **The Major**

Each student must complete the course requirements of one MAJOR. Each Major will consist of a 12 credit hour unit of course work. Information on completing a Second Major is listed in Section 3.12. The Majors are listed in Section 4.2.

Students may begin taking courses for their major as soon as prerequisites are met. Students have an opportunity to transfer from one Major to another, but this opportunity decreases as the student progresses in the program.

Note: Students in the Asper School of Business/École technique et professionnelle joint program who want to major in Finance will be required to take FIN 2200 as one of their Business Options.

##### **Business Options**

This component of the program consists of a required number of Business courses freely selected by the student. These courses are referred to as Business OPTIONS. Students must take at least nine and not more than 9 hours of Business Options. All Business Options courses must be at the 2000 Level or higher, except for language courses used as part of the International Business Major. Some students may want to take Business Options which will supplement their Major, whereas other students may

prefer to broaden their educational base by selecting Business courses in other Majors. Students who want to supplement their Majors may take up to 9 hours of their Business Options from that area. Students may complete a second Major as part of their Business Options requirements. Such students should consult with staff in the Undergraduate Program Office.

## Electives

This component of the program is the ELECTIVE requirement. An Elective is any three or six credit hour course freely chosen by the student from courses taught in the degree programs of other faculties and schools, excluding the Asper School of Business. Students must take at least ~~six~~ **3** credit hours of Electives that meet the following criteria; ~~3 credit hours must be at the 2000 Level or higher and~~ 3 credit hours must be a freely chosen course that meets the Written English “W” requirement at any level.

## Business Option or Elective

This component of the program consists of 3 credit hours which may be either a Business Option or Elective but it must be at the 2000 Level or higher.

## Course Requirements for ETP Joint Program Students

The course requirements for the Asper School of Business/École technique et professionnelle Joint Program are as follows.

Students should register for the Foundation courses in their first year at the University of Manitoba and must achieve a minimum “C” grade in each course.

<b>Foundation Requirements</b>	<b>Cr. Hrs.</b>
6 credit hours from: ANTH, HIST, MATH, PHIL, POLS, PSYC OR SOC (See Note 1)	6
MATH 1520 or MATH 1500 <b>or</b> MATH <b>1230</b> (see Note 2)	3
Written English Course/Elective (see Note 3)	3
<b>Program Core Requirements</b>	
<b>ENTR 2030</b>	<b>3</b>
MIS 2000	3
GMGT 1010	3
MSCI 2150	3
SCM 2160	3
GMGT 4010 (must be taken in final term)	3
Ethics (see note 4)	3
Alternative Management Studies (see Note 5)	3
International Business (see Note 6)	3
<b>Total Credit Hours</b>	<b><del>36</del>39</b>



Overall Program Requirements	Cr. Hrs.
Foundation Courses	12
Program Core Courses	<del>24</del> <b>27</b>
Major Courses	12
Business Options ( <b>2000+ level, except for language courses used as part of the International Business Major.</b> )	9
Electives (2000+ level & a "W" elective course any level)	<del>6</del> <b>3</b>
Business Option or Elective (2000+ level)	3
Total Credit Hours	66

#### NOTES:

1) 6 credit hours from: Anthropology, History, Mathematics, Philosophy, Political Studies, Psychology, or Sociology. Courses chosen for this requirement must be independent from courses taken to fulfill other degree requirements.

2) The prerequisite for [MATH 1520](#) or [MATH 1500](#) is a 60 per cent in Grade 12 Pre-Calculus Mathematics 40S or equivalent or a grade of "C" in the MSKL 0100 Mathematical Skills course taught by Extended Education; the prerequisite for MATH 1230 is a 70% in Pre-calculus Mathematics or the former Mathematics 40S (300) (70%) or the MSKL 0100 Mathematical Skills offered by Extended Education (B). Students who have been admitted into the Asper School of Business/École technique et professionnelle Joint Program and who successfully complete the Mathematical Skills course may be entitled to an additional three credit hour Elective from their Business Administration diploma.

3) Students are required to select a three credit hour course to satisfy the Written English "W" requirement. The "W" course for the Foundation course requirement must be from a specific discipline ([ARTS 1110](#), [GMGT 1010](#) and [GMGT 2010](#) are not considered to be from a specific discipline and therefore do not fulfil the Track 1/Foundation Written English course requirement). Courses that satisfy the Written English requirement are listed in the chapter, General Academic Regulations and Policy.

4) All Business students must complete three credit hours of Ethics. Students may fulfil this requirement by completing one of the following courses: [PHIL 2290](#) (6), [PHIL 2750](#) (3), [PHIL 2790](#) (6), [PHIL 2830](#) (3), [GMGT 3030](#) or [GMGT 3581](#) (3). If a 6 credit hour course is chosen, 3 credit hours will count toward the core Ethics requirement and 3 credit hours will count as Electives.

5) Alternative Management Requirement: One of the following must be chosen: [AGRI 3030](#) (Cooperatives in Business and Community topic only), [ECON 2540](#), [LABR 2300](#), [NATV 3120](#), [NATV 4220](#), [NATV 4320](#), [POLS 3250](#), [POLS 3270](#), [SOC 3838](#) or any one of the following Asper courses: [GMGT 4210](#), [LEAD 3030](#) or [MKT 3246](#) (or the former [MKT 3240](#) when titled Sustainability Marketing topic only). Take careful note of any course prerequisites in your timetable planning. Course prerequisites will be waived for Asper students in the following courses: [NATV 3120](#), [NATV 4220](#) [NATV 4320](#), and [POLS 3270](#); students must contact an Asper Program Advisor before registration for the prerequisite waiver. May be taken in Year 3 or Year 4.

6) International Business Requirement: One of the following courses must be chosen: [ACT 4250](#), [INTB 2200](#), [FIN 3450](#), [HRIR 4520](#), [MKT 3300](#), [MKT 3240](#) (Cross-Cultural Brand Management topic only) or [SCM 3230](#).

<b>Overall Program Requirements</b>	<b>Cr. Hrs.</b>
Foundation Courses	12
Program Core Courses	<del>24</del> <b>27</b>
Major Courses	12
Business Options <del>(2000+ level, except for language courses used as part of the International Business Major.)</del>	9
Electives (2000+ level & a "W" elective course any level)	<del>6</del> <b>3</b>
Business Option or Elective (2000+ level)	3
<b>Total Credit Hours</b>	<b>66</b>

## Business Administration

### Introduction:

ENTR 2030 Introduction to Entrepreneurship: Business and Social Perspectives Cr.Hrs. 3 +3.0  
Examines entrepreneurship via a social, environmental and economic sustainability perspective. Provides proven methods of entrepreneurial thinking to help students explore the relationship between society's need for economic development and costs to and benefits for the environment or other stakeholders, including rural and Indigenous communities. Prerequisite: GMGT 1010 (D).

### Modifications:

ENTR 3100 Small Business Management Cr.Hrs.3 0.0  
An appreciation of the primary issues that should be considered in starting and managing a small business within the Canadian context. Students may not hold credit for both ENTR 3100 and ENTR 2010. Prerequisites: ACC 1100 (D), and MKT 2210 (D), and GMGT 2060 (formerly GMGT 2080) (D), and ENTR 2030 (C).

ENTR 3102 Technological Entrepreneurship Cr.Hrs.3 0.0  
An overview of the inter-relationship between technology and entrepreneurship. An appreciation of the role of technical entrepreneurship in the economy, how a technology strategy is developed, implemented and defended as well as the societal implications of technological entrepreneurship. May not be held with the former GMGT 3050. Prerequisites: MKT 2210 (D) and ENTR 2030 (C).

ENTR 3104 Selected Topics in Small Business/Entrepreneurship Cr.Hrs.3 0.0  
A study of selected areas of recent development related to small business/entrepreneurship. Topics may include innovation and creativity, venture financing, opportunity identification and recognition, franchising and entry strategies of new business, social entrepreneurship, international entrepreneurship and entrepreneurial histories (e.g. IDEA recipients). Prerequisite: ENTR 2030 (C).

ENTR 3106 Family Business Management Cr.Hrs.3 0.0  
An examination of the unique challenges inherent in the management of a family business. Topics include founder relinquishment, the need for succession planning and firm regeneration, the core actors and their issues, ownership structure and estate planning. Prerequisites: (GMGT 2060 (D) or GMGT 2080 (D)) and ENTR 2030 (C).

ENTR 4100 New Venture Analysis Cr.Hrs.3 0.0  
A project oriented course focusing on the identification and evaluation of viable new venture concepts and their associated risks, problems, and opportunities. May not be held with ENTR 2020 or ENTR 4511. Students are strongly encouraged to take FIN 3240 prior to ENTR 4100. Prerequisites: MKT 2210 (D) and ACC 1110 (D) and [GMGT 2060 (D) (or GMGT 2080 (D))] and FIN 2200 (D) and ENTR 2030 (C).

**Net change in credit hours: +3.0**

Program modifications:

Modifications to the **Bachelor of Commerce (Honours), Entrepreneurship/Small Business Major** are outlined below.

**I.H. Asper School of Business/Faculty of Management**  
**Entrepreneurship/Small Business Major**

**Calendar Entry for Program Modification**

**4.2 Program Requirements for Majors**  
**Entrepreneurship/Small Business**

The Major consists of: ENTR 3100, ENTR 4100, and FIN 3240, plus one of the following: ENTR 3102, ENTR 3104, or ENTR 3106 .

**Effective September 2019, along with all existing course prerequisites, ENTR 2030 (C) will be added to the following Entrepreneurship courses: ENTR 3100, ENTR 3102, ENTR 3104, ENTR 3106, and ENTR 4100. The prerequisite to ENTR 2030 is GMGT 1010 (D).**

**College of Nursing**

Introduction:

NURS 2100 Introduction to Family Caregiving Across the Lifespan Cr.Hrs. 3 +3.0  
This course provides an interdisciplinary approach to introduce the concept of family caregiving. In this course, students will be provided with information regarding caregivers and the vital role(s) they play in providing support and assistance to those who have physical, psychological, or developmental needs. Health-related quality of life and wellness, legal, economic, and policy issues related to caregiving are explored. Prerequisite: A grade of "C" or better in SOC 1200 (or SOC 1221) or PSYC 1200 (or PSYC 1221).

**NET CHANGE IN CREDIT HOURS: +3.0**

## Faculty of Science

### Introductions:

SCI 3980 Co-operative Education Work Term 1 Cr.Hrs. 0 0.0

Supervised work experience with an approved employer for a minimum of 12 weeks full-time. Restricted to students admitted to the Honours or Major Co-operative Education Option in the Faculty of Science. Completion of co-op pre-employment workshops required. Final work term report required. Prerequisite: Written permission from the Faculty of Science Co-operative Education Office. Pass/Fail grade only.

SCI 3990 Co-operative Education Work Term 2 Cr.Hrs. 0 0.0

Supervised work experience with an approved employer for a minimum of 12 weeks full-time. Restricted to students admitted to the Honours or Major Co-operative Education Option in the Faculty of Science. Final work term report required. Prerequisites: SCI 3980 (P) or equivalent and written permission from the Faculty of Science Co-operative Education Office. Pass/Fail grade only.

SCI 4980 Co-operative Education Work Term 3 Cr.Hrs. 0 0.0

Supervised work experience with an approved employer for a minimum of 12 weeks full-time. Restricted to students admitted to the Honours or Major Co-operative Education Option in the Faculty of Science. Final work term report required. Prerequisites: SCI 3990 (P) or equivalent and written permission of the Faculty of Science Co-operative Education Office. Pass/Fail grade only.

SCI 4990 Co-operative Education Work Term 4 Cr.Hrs. 0 0.0

Supervised work experience with an approved employer for a minimum of 12 weeks full-time. Restricted to students admitted to the Honours or Major Co-operative Education Option in the Faculty of Science. Final work term report required. Prerequisites: SCI 4980 (P) or equivalent and written permission of the Faculty of Science Co-operative Education Office. Pass/Fail grade only.

### **NET CHANGE IN CREDIT HOURS: 0.0**

### Revised Academic Calendar content:

At the request of the Senate Committee on Curriculum and Course Changes, the faculty will make the following change in its chapter in the Academic Calendar. In Section 4: Programs and Courses offered by the Faculty of Science, under the heading "Course Selection," a statement will be added to communicate that equivalent courses offered through the Université de Saint-Boniface can be used in lieu of the specified courses in Faculty of Science degree programs at the University of Manitoba.

## SECTION 4: Programs and Courses offered by the Faculty of Science

### Course Selection

#### Important Course Selection Information

The courses required to complete the specific Honours, Major, General and Minor programs in Science are listed in the program charts found below.

Not all courses included in the course description sections below are currently offered. The course schedule for the current academic year is available through AURORA Student. Students should note that space in Honours and Major specific courses may be reserved for students in those programs.

All Honours and Major Degree Programs (4-year degrees) offered by the Faculty of Science satisfy the University “M” (Mathematics) requirement.

Students registered in the 3-Year General Degree programs are responsible for ensuring that they successfully complete a course that will satisfy the University’s “M” (Mathematics) requirement.

Students in all programs are responsible for ensuring that they successfully complete a course that will satisfy the University’s “W” (Written English) requirement. It is strongly recommended that this requirement be completed in Year 1.

For a complete listing of courses that satisfy the University’s “W” and “M” requirements refer to appendix A of the General Academic Regulations and Requirements section of this Calendar.

In the Faculty of Science, unless otherwise noted, a minimum grade of “C” is required in any course listed as a prerequisite. See course descriptions.

Equivalent courses offered through Université de Saint-Boniface may be used in lieu of the specified courses identified in the degree program charts. See course descriptions in Aurora Student for information on course equivalencies; Université de Saint-Boniface courses are taught in French and end in odd numbers, eg: BIOL 1021.

NOTE: Course prerequisites may be waived with written consent of the department.

## Computer Science

Program modifications:

Modifications to the following programs are outlined on the next 9 pages:

- **Bachelor of Computer Science (Honours)**
- **Bachelor of Computer Science (Honours), Cooperative Option**
- **Bachelor of Science (Major) in Computer Science**
- **Bachelor of Science (Major) in Computer Science, Cooperative Option**
- **Bachelor of Science (General)**
- **Minor in Computer Science**

#### 4.6.1 Program Information

Computer technology continues to advance and computer applications are found in all fields and disciplines. As new applications proliferate, opportunities for careers in computing will continue to be strong. Both the Major and the Honours programs offer a co-op option so students may combine education with paid employment experience. The cooperative (co-op) option in Computer Science is well established with the first class graduating in October 1983.

The department must approve a student's Honour or Major program prior to registration for each Fall/Winter Term. Students must also obtain departmental approval for any and all revisions to their program.

The Computer Science Honours and Major programs, including the Coop programs, and the Software Engineering area of specialization, are accredited by the Computer Science Accreditation Council.

#### **Honours**

The Honours program in Computer Science at the University of Manitoba was the first Honours program in Canada to be given professional accreditation by the Canadian Information Processing Society. The program provides an opportunity to study the subject in greater depth than the other programs in Computer Science and leads to an Honours Bachelor of Computer Science degree (B.C.Sc.). In addition, this program gives professional preparation for careers in areas such as software engineering, system design or project management.

~~An outline of the Honours program is provided below. MATH 1700 or equivalent is strongly recommended as an option. Optional courses are selected in consultation with the department advisor.~~

~~**To enter** the Honours program in Computer Science, a student must have completed at least 24 credit hours with a minimum DGPA of 3.00, and also obtained a minimum grade of "B" in COMP 1020. Students are strongly encouraged to complete MATH 1220 and MATH 1230 (or equivalents) with at least a "C" prior to entering the Computer Science Honours program. Failure to complete these first year Mathematics requirements will result in the inability to register for certain 2000 level required courses.~~

~~**Effective for entry to the Honours program in Fall 2019 and later:**~~ To enter the Honours program in Computer Science, a student must have completed at least 24 credit hours with a minimum DGPA of 3.00, and also obtained a minimum grade of "B" in COMP 1020, "C+" in both MATH 1220 and MATH 1230 (or their equivalents) and "C" in MATH 1700 (or equivalents).

**To continue** in the Computer Science Honours program, students must maintain a minimum



DGPA of 3.00 and complete a minimum of 9 credit hours during each Fall and Winter Term.

**To graduate** from the Computer Science Honours program students must achieve a minimum DGPA of 3.00 and obtain a minimum grade of “C” on the courses that make up the 120 credit hours of the degree.

Students can take a maximum of 90 credit hours of computer science, statistics and mathematics courses. Outside of computer science and mathematics courses, students are encouraged to select courses such that their programs include at least 15 credit hours of study in science, engineering, or business, and at least 9 credit hours of study in the humanities or social sciences.

### **Honours Cooperative Option**

~~The first class of students graduated from the Cooperative program in October 1983. This program provides students with an opportunity to gain a total of 12 months of paid employment prior to graduation. It assists students in obtaining work experience with participating employers around the world. For example, students have recently secured employment in Vancouver, Seattle, Toronto, Ottawa, and Japan and they have found the program an invaluable preparation for their careers.~~

~~Students interested in alternating employment terms and academic terms as part of their Honours Computer Science program may apply to enter the Cooperative Option at the conclusion of their second year in Honours Computer Science. The course and grade requirements **for entry** to this option are the same as those required for entry to the regular Honours program, as indicated in the chart below.~~

~~Students should refer to the general faculty regulations for Cooperative Options in Section 3.4, especially for information on performance requirements.~~

~~Students should note that the course and grade requirements for the Cooperative Option are the same as that of the regular Honours program. REMINDER: Students must complete at least nine (9) credit hours per each Fall and Winter Term (or equivalent for cooperative students) to remain in the Honours program.~~

~~**To graduate** with the Honours degree, a student must present a minimum grade of “C” in each course which contributes to the degree and a GPA of 3.00.~~

~~Students can take a maximum of 90 credit hours of computer science, statistics and mathematics courses. Outside of computer science and mathematics courses, students are encouraged to select courses such that their programs include at least 15 credit hours of study in science, engineering, or business, and at least nine (9) credit hours of study in the humanities or social sciences.~~

~~Students in this program will normally graduate following the completion of the Year 4 academic requirements in December, will receive their degree in February, and will be~~

eligible to attend the May Convocation.

Employment term positions available to the students will be approved by the department, and the employers will select the students they wish to employ. Students will apply for openings in the Cooperative Option in April of their second year in the Honours program. They will be notified of their provisional acceptance in the program in September. Students are advised that satisfying the entrance requirements does not guarantee a place in the Cooperative Option if the demand for places exceeds the number of places available. The department reserves the right to determine and select the best qualified applicants.

The employment terms will be designed to provide students with the opportunity to acquire practical experience that complements their academic knowledge and gain insight into areas of specialization within the computing field. Students typically earn enough to defray the cost of their university education.

Students are required to register in and pay fees for each employment term prior to the Fee Deadline Date for that term. Students will be required to submit an employment report upon the completion of each of their three employment terms.

## **Four Year Major**

~~To enter the Major Degree program in Computer Science, a student must have completed at least 24 credit hours with a minimum GPA of 2.00, and also obtained a minimum grade of "C+" in COMP 1020. Students are strongly encouraged to complete MATH 1300 and MATH 1500 (or equivalents) with at least a "C" prior to entering the Computer Science Major program. Failure to complete these first year Mathematics requirements will result in the inability to register for certain 2000 level required courses.~~

**Effective for entry to the Major program in Fall 2019 and later:** To enter the Major Degree program in Computer Science, a student must have completed at least 24 credit hours with a minimum DGPA of 2.00, and also obtained a minimum grade of "C+" in COMP 1020, "C+" in both MATH 1300 and MATH 1500 (or their equivalents) and "C" in MATH 1700 (or equivalents).

**To continue** in the Major program a student must maintain a minimum DGPA of 2.00.

**For students who entered the Computer Science Major program prior to Fall 2019:** ~~To graduate with the Computer Science Major degree, a student must present a minimum grade of "C" in: MATH 1300, MATH 1500, MATH 1240, (STAT 1000 or STAT 1150), COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280, COMP 3350, COMP 3370, COMP 3430, COMP 4620 and in each of the 18 credit hours of 3000 and 4000 level Computer Science courses that apply to the Computer Science component of their degree program. Additionally, students must achieve a minimum DGPA of 2.00.~~

**Effective for students entering the Computer Science Major Fall 2019 and later:** To graduate with the Computer Science Major degree, a student must present a minimum grade

of "C+" in: MATH 1300 (or equivalent), MATH 1500 (or equivalent), and a minimum grade of "C" in MATH 1240, MATH 1700 (or equivalent), (STAT 1000 or STAT 1150), COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280, COMP 3350, COMP 3370, COMP 3430, COMP 4620 and in each of the 18 credit hours of 3000 and 4000 level Computer Science courses that apply to the Computer Science component of their degree program. Additionally, students must achieve a minimum DGPA of 2.00.

This program is suitable for those students interested in combining a fairly extensive program in Computer Science with broad coverage of another subject or subjects of their choice (Science or non-Science). The program offers greater scheduling flexibility, more relaxed entrance requirements, and a wider range for the inclusion of electives from other disciplines than the Honours program, but it is not considered to offer the same professional training as the Honours program. Admission to graduate programs may be conditional upon completion of additional courses. Students intending to proceed to a master's degree from the four year Major program must consult with the department at the beginning of their second year of undergraduate study and in each subsequent year.

The student will be able to transfer to the Honours program at the end of the second year, provided that departmental and faculty requirements for the Honours program at that stage are satisfied.

Students, who at the end of Year 1, are undecided between the four year Major program and the Honours program, should note that the required courses in Year 2 Honours satisfy the requirements for both the Honours and Major programs. It is suggested that students with the necessary prerequisite standing in Year 1 may wish to register in the courses listed for Year 2 of the Honours program, and thus keep both options open.

Students can take a maximum of 90 credit hours of computer science, statistics and mathematics courses. Outside of computer science and mathematics courses, students are encouraged to select courses such that their programs include at least 15 credit hours of study in science, engineering, or business, and at least nine (9) credit hours of study in the humanities or social sciences. In addition to the faculty maximum, students may be allowed to take up to an additional 12 credit hours of courses outside of the Faculty of Science, with departmental permission. ~~Students may be allowed to take up to 48 credit hours of courses outside the Faculty of Science with departmental permission, despite the faculty maximum of 36 credit hours.~~ The permission would typically be granted if a student is completing a minor outside of Science and may have completed a variety of electives outside the Faculty prior to declaring a minor in one department.

#### **~~Four Year Major Cooperative Option~~**

~~This program provides students with an opportunity to gain a total of 12 months of paid employment prior to graduation. It assists students in obtaining work experience with participating employers around the world. For example, students have recently secured employment in Vancouver, Seattle, Toronto, Ottawa and Japan and have found the program~~

an invaluable preparation for their careers.

Students interested in alternating employment terms and academic terms as part of their four year Major program in Computer Science may apply to enter the Cooperative Option at the conclusion of their second year of the Major program in Computer Science. The course and grade requirements for entry to this option are the same as those required for entry to the regular four year Major program, as indicated in the chart below. Students should refer to the general faculty regulations for Cooperative Options in Section 3.4.

Students should note that the course and grade requirements for the Cooperative Option are the same as that for the regular Major program. Students in this program will normally graduate following the completion of the Year 4 academic requirements in December, will receive their degree in February, and will be eligible to attend the May Convocation.

Employment term positions available to the students will be approved by the department, and the employers will select the students they wish to employ. Students will apply for openings in the Cooperative Option in April of their second year in the Major program. They will be notified of their provisional acceptance in the program in September. Students are advised that satisfying the entrance requirements does not guarantee a place in the Cooperative Option if the demand for places exceeds the number of places available. The department reserves the right to determine and select the best qualified applicants.

The employment terms will be designed to provide students with the opportunity to acquire practical experience and insight into areas of specialization within the computing field. Students can also typically earn enough to defray the cost of their university education.

Students are required to register in, and pay fees for, each employment term prior to the Fee Deadline Date for that term. Students will be required to submit an employment report upon the completion of each of their three employment terms.

### **Honours and Major Cooperative Options**

A cooperative education option is available for both Major and Honours students. Students should refer to Section 3.4 of this chapter for further information on the Co-op programs.

#### **Honours Co-op**

The course, grade requirements and minimum DGPA requirement **for entry and continuation** in the Cooperative Option are the same as that for regular Honours program.

Students are required to complete all the first and second year courses in the program chart before their first co-op work term.

#### **Major Co-op**

The course and minimum grade requirements for entry and continuation in the Cooperative

Options are the same as those required for the regular Major program. However, the entry and continuation DGPA requirement is set at a minimum of 2.5.

Students are required to complete all the first and second year courses in the program chart before their first co-op work term.

#### 4.6.2 Computer Science Program Charts — Fall 2018 Entry to Computer Science

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>HONOURS</b> <sup>2,3,4,5</sup> <del>(Including Cooperative Option if selected)</del> <sup>2</sup> 120 CREDIT HOURS			
COMP 1010, COMP 1020 (B)  (MATH 1220 <sup>1</sup> (C) or MATH 1300 <sup>1</sup> (C))  (MATH 1230 <sup>1</sup> (C) or MATH 1500 <sup>1</sup> (C))	COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280  MATH 1240 <sup>1</sup>	COMP 3030, COMP 3170, COMP 3350, COMP 3370, COMP 3430  -	COMP 4620 and 21 credit hours of 4000 level Computer Science courses
In Year 1 and/or Year 2 the following must be completed:  STAT 1000 (C) or STAT 1150 (C)  6 credit hours from the Faculty of Arts, which should include the required 3 credit hour "W" course.  21 credit hours of approved elective courses <sup>3,4</sup>		21 credit hours of approved electives <sup>3,5</sup>	
		<b>Work Terms (if Co-op Selected):</b>  COMP 2980, COMP 3980, COMP 4980 must be completed prior to the last academic term	
30 Hours	30 Hours	30 Hours	30 Hours
<b>FOUR YEAR MAJOR</b> <sup>2,3,4,5</sup> <del>(Including Cooperative Option if Selected)</del> <sup>2</sup> 120 CREDIT HOURS			
COMP 1010, COMP 1020 (C+)  MATH 1300 (C); <sup>1</sup> MATH 1500 (C) <sup>1</sup>	COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280  MATH 1240 <sup>1</sup>	COMP 3350, COMP 3370, COMP 3430, COMP 4620  18 credit hours of 3000 or 4000 level Computer Science courses of which 6 credit hours must be at the 4000 level	
In Year 1 or Year 2 the following must be completed:  STAT 1000 (C) or STAT 1150 (C)  6 credit hours from the Faculty of Arts, which should include the required 3 credit hour "W" course.  21 credit hours of approved electives <sup>4,5</sup>		30 credit hours of approved electives <sup>3,5</sup>	
		<b>Work Terms (if Co-op Selected):</b>  COMP 2980, COMP 3980, COMP 4980 must be completed prior to the last academic term	
<b>THREE YEAR GENERAL</b> (90 CREDIT HOURS)			
COMP 1010, COMP 1020	18 credit hours of 2000, 3000, and (or) 4000 level Computer Science courses (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level)		
<b>MINOR</b>			
COMP 1010, COMP 1020	COMP 2140  Plus a minimum of 9 credit hours from 2000 and (or) 3000 level Computer Science courses.		

**NOTES:**

<sup>4</sup> ~~MATH 1210 or MATH 1211, MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1230, MATH 1510, MATH 1520, or MATH 1690 (6) may be taken in place of MATH 1500. Honours students are encouraged to take MATH 1220 instead of MATH 1300 and to take MATH 1230 instead of MATH 1500 to better prepare them for later, higher level studies. Students who have previously completed COMP 2130 may use it in lieu of MATH 1240.~~

<sup>2</sup> ~~Entry to the Honours Cooperative Option and four year Major Cooperative Option is at the end of second year. Employment terms follow 3A (September-December), 3B (May-August) and 4A (January-April). Students in the Cooperative Option must complete three employment terms and receive a passing grade in COMP 2980, COMP 3980 and COMP 4980 prior to the last academic term.~~

<sup>3</sup> ~~Additional information on how students may select their courses can be found at the beginning of this section.~~

<sup>4</sup> ~~IMPORTANT: The Honours and four year Major degree need not be completed in the order prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program. Students in the Cooperative Option should be aware that while other arrangements are possible, they may jeopardize their chances of obtaining employment by selecting such arrangements. Students should discuss their planned sequence of courses with the department prior to making adjustments to the sequence above.~~

<sup>5</sup> ~~IMPORTANT: A maximum of 90 credit hours of computer science, statistics and mathematics courses can be included in a Major or Honours program.~~

**Effective for entry to Computer Science Programs in Fall 2019:**

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>HONOURS</b> <sup>2,3,4,5</sup> (Including Cooperative Option if selected) <sup>2</sup> 120 CREDIT HOURS			
COMP 1010 <sup>1</sup> , COMP 1020 (B)  (MATH 1220 <sup>1</sup> (C+) or MATH 1300 <sup>1</sup> (C+))  (MATH 1230 <sup>1</sup> (C+) or MATH 1500 <sup>1</sup> (C+))  MATH 1700 <sup>1</sup> (C)	COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280  MATH 1240 <sup>1</sup>	COMP 3030, COMP 3170, COMP 3350, COMP 3370, COMP 3430	COMP 4620 and 21 credit hours of 4000 level Computer Science courses
In Year 1 and / or Year 2 the following must be completed:  STAT 1000 (C) or STAT 1150 (C)  6 credit hours from the Faculty of Arts, which should include the required 3 credit hour "W" course.  18 credit hours of approved elective courses <sup>3,4</sup>		21 credit hours of approved electives <sup>3,5</sup>  <b>Work Terms (if Co-op Selected):</b>  COMP 2980, COMP 3980, COMP 4980 must be completed prior to the last academic term	
30 Hours	30 Hours	30 Hours	30 Hours
<b>FOUR YEAR MAJOR</b> <sup>2,3,4,5</sup> (Including Cooperative Option if Selected) <sup>2</sup> 120 CREDIT HOURS			

COMP 1010 <sup>1</sup> , COMP 1020 (C+)	COMP 2080, COMP 2140, COMP 2150, COMP 2160, COMP 2280	COMP 3350, COMP 3370, COMP 3430, COMP 4620
MATH 1300 (C+), <sup>1</sup> MATH 1500 (C+), <sup>1</sup> MATH 1700 <sup>1</sup> (C)	MATH 1240 <sup>1</sup>	18 credit hours of 3000 or 4000 level Computer Science courses of which 6 credit hours must be at the 4000 level
In Year 1 or Year 2 the following must be completed:		30 credit hours of approved electives <sup>3,5</sup>
STAT 1000 (C) or STAT 1150 (C)		<b>Work Terms (if Co-op Selected):</b>
6 credit hours from the Faculty of Arts, which should include the required 3 credit hour “W” course.		COMP 2980, COMP 3980, COMP 4980 must be completed prior to the last academic term
18 credit hours of approved electives <sup>4,5</sup>		
<b>THREE YEAR GENERAL (90 CREDIT HOURS)</b>		
COMP 1010 <sup>1</sup> , COMP 1020	18 credit hours of 2000, 3000, and (or) 4000 level Computer Science courses (subject to the Faculty requirement that of the 36 credit hours in the two advanced level Science areas, at least 6 credit hours must be at the 3000/4000 level)	
<b>MINOR</b>		
COMP 1010 <sup>1</sup> , COMP 1020	COMP 2140	
	Plus a minimum of 9 credit hours from 2000 and (or) 3000 level Computer Science courses.	
<b>NOTES:</b>		
<sup>1</sup> <u>COMP 1012 may be taken in place of COMP 1010.</u> MATH 1210 <del>or MATH 1211</del> , MATH 1220 or MATH 1310 may be taken in place of MATH 1300; MATH 1230, MATH 1510, MATH 1520, or MATH 1690 (6) may be taken in place of MATH 1500; MATH 1232, MATH 1710 or MATH 1690 (6) may be taken in place of MATH 1700. Honours students are encouraged to take MATH 1220 instead of MATH 1300 and to take MATH 1230 instead of MATH 1500 to better prepare them for later, higher-level studies. Students who have previously completed COMP 2130 may use it in lieu of MATH 1240.		
<sup>2</sup> Entry to the Honours Cooperative Option and four-year Major Cooperative Option is at the end of second year. Employment terms follow 3A (September-December), 3B (May-August) and 4A (January-April). Students in the Cooperative Option must complete three employment terms and receive a passing grade in COMP 2980, COMP 3980 and COMP 4980 prior to the last academic term.		
<sup>3</sup> Additional information on how students may select their courses can be found at the beginning of this section.		
<sup>4</sup> <b>IMPORTANT:</b> The Honours and four-year Major degree need not be completed in the order prescribed in the chart above. The chart indicates one possible arrangement of the required courses and is meant to be a guide around which students can plan their program. Students in the Cooperative Option should be aware that while other arrangements are possible, they may jeopardize their chances of obtaining employment by selecting such arrangements. Students should discuss their planned sequence of courses with the department prior to making adjustments to the sequence above.		
<sup>5</sup> <b>IMPORTANT:</b> A maximum of 90 credit hours of computer science, statistics and mathematics courses can be included in a Major or Honours program.		



## Mathematics

### Introductions:

MATH 2740 Mathematics of Data Science Cr.Hrs. 3 +3.0

(Lab required) This course introduces some of the mathematical tools used in Data Science. Topics include linear algebra: least squares, singular value decomposition, principal components analysis, and graph theory: centrality, social network theory, clustering. Students in an Honours, Major, or Joint Honours program in Mathematics can use this course only as an elective. Prerequisites: [(a "B" or better in MATH 1210 or MATH 1211) or (a "C" or better in one of MATH 1220, MATH 1300, or MATH 1301)] and (a "C" or better in one of MATH 1232, MATH 1690, MATH 1700, MATH 1701, or MATH 1710).

MATH 3490 Optimization Cr.Hrs. 3 +3.0

(Lab required) This course introduces the theory and practice of optimization. Both unconstrained and constrained problems are considered, as well as continuous and discrete optimization. Topics include linear programming, unconstrained optimization, constrained nonlinear optimization and integer programming. Applications to Statistics and Data Science will be explored. Prerequisites: (one of MATH 2090, MATH 2091, the former MATH 2300, the former MATH 2301, the former MATH 2350, or the former MATH 2352) and (one of MATH 2150, MATH 2151, MATH 2720, MATH 2721, or the former MATH 2750).

### Modification:

MATH 2170 Number Theory 1 Cr.Hrs. 3 0.0

(Lab required) Prime numbers, unique factorization, linear congruences, Chinese remainder theorem, multiplicative functions, primitive roots and quadratic reciprocity. May not be held with the former MATH 2500 or the former MATH 2501. Prerequisite: (a "C" or better in MATH 2090 or MATH 2091) or (a "C" or better in MATH 1240 or MATH 1241) or (a "C" or better in the former MATH 2350 or the former MATH 2352) or (a "B" or better in the former MATH 2300 or the former MATH 2301).

**NET CHANGE IN CREDIT HOURS: +6.0**

Program modifications:

Modifications to the following programs, including proposed Cooperative Options, are outlined on the next 9 pages:

- **Bachelor of Science (Honours) in Mathematics**
- **Bachelor of Science (Double Honours) in Mathematics**
- **Bachelor of Science (Major) in Mathematics**
- **Bachelor of Science (Major) in Applied Mathematics with Computer Science Option**
- **Bachelor of Science (Major) in Applied Mathematics with Economics Option**
- **Bachelor of Science (Major) in Applied Mathematics with Statistics Option**

Proposed Cooperative Options -

- **Bachelor of Science (Honours) in Mathematics, Cooperative Option**
- **Bachelor of Science (Double Honours) in Mathematics, Cooperative Option**
- **Bachelor of Science (Major) in Mathematics, Cooperative Option**
- **Bachelor of Science (Major) in Applied Mathematics with Computer Science Option, Cooperative Option**
- **Bachelor of Science (Major) in Applied Mathematics with Economics Option, Cooperative Option**
- **Bachelor of Science (Major) in Applied Mathematics with Statistics Option, Cooperative Option**

#### 4.9.1 Program Information

Mathematics provides the language, reasoning and analytic tools that many other disciplines use to investigate their areas. These include all the physical sciences, computer and engineering sciences, social sciences, and the biological and health sciences. A wide range of business, industrial, and government programs rely on mathematics to provide insight and analysis. Students may specialize in mathematics alone or in combinations with physics, computer science, economics, or statistics.

**NOTE:** Students entering either the Faculty of Arts or Science, and intending to take courses from the department, are strongly advised to speak to a Science Academic Advisor or a faculty advisor in the department concerning an appropriate choice of mathematics courses. They may also consult the Department of Mathematics website at [umanitoba.ca/science/mathematics](http://umanitoba.ca/science/mathematics).

#### Honours Requirements

**To enter** the Honours program in Mathematics, a student must have completed at least 24 credit hours with a minimum DGPA of 3.00, and also obtained a minimum grade of "B" in either MATH 1232 or MATH 1690, or a minimum grade of "A" in MATH 1700.

**To continue** in the Mathematics Honours program, students must maintain a minimum DGPA of 3.00, and complete a minimum of 9 credit hours during each Fall and Winter Term.

**To graduate** with the B. Sc. Honours degree, a student must maintain a minimum 3.00 DGPA and achieve a minimum grade of "C" on all courses that make up the 120 credit hours of the degree.

**List of Year 2 Mathematics electives** (of which two are required for the core requirements): MATH 2030, MATH 2040, MATH 2070, MATH 2140, MATH 2160, MATH 2170.

Students are encouraged to discuss potential electives with a departmental advisor.

#### ~~Other electives normally allowed are:~~

~~Statistics: STAT 2000, STAT 2400, STAT 3470, STAT 3480, STAT 3400 (STAT 3500), STAT 3800 (STAT 3600), STAT 4100 (STAT 4140), STAT 4520, STAT 4530, STAT 4580, STAT 4590, STAT 4600, STAT 4620, STAT 4630, STAT 4690.~~

~~Physics: PHYS 2380 ~~2386~~, PHYS 2600, PHYS 2610, PHYS 2650, ~~PHYS 3386~~, PHYS 3670, PHYS 3680, PHYS 3650, PHYS 3660, PHYS 3630, PHYS 3640, PHYS 3380, PHYS 4390, PHYS 4620, PHYS 4640, PHYS 4650.~~

~~Chemistry: CHEM 2260 (CHEM 2280), CHEM 2290, CHEM 3360, CHEM 3370, CHEM 4640, CHEM 4650.~~

~~Economics: ECON 2010, ECON 2030, ECON 3010, ECON 3030, ECON 4040, ECON 4042.~~

~~Mechanical Engineering: MECH 3490.~~

~~Other courses may be chosen with permission of the department. Students are required to obtain the approval of the department concerning their choice of electives.~~

**Double Honours:** A student may elect Honours in Mathematics and one other field, subject to the approval of both departments. The Mathematics prescription for a Double Honours program is as indicated in the table below.

#### Four Year Major Requirements

**To enter** the four year Major in Mathematics, a student must have a "C+" in either MATH 1232 or MATH 1690 or a minimum grade of "B" in MATH 1700, and have satisfied all Faculty requirements for entry to the program.

**To continue** in the Mathematics Major degree program students must maintain a minimum DGPA of 2.00.

**To graduate** with the B. Sc. Major degree, a student must achieve a minimum DGPA of 2.00, and a minimum grade of "C" in each of the Major Program Specific courses (see below).

#### Major Program Specific Courses

MATH 1220, MATH 1230, MATH 1232, MATH 1240, MATH 2020, MATH 2030, MATH 2080, MATH 2090, MATH 2150, MATH 2160, MATH 2180, MATH 3320, MATH 3322, MATH 3340, MATH 3360, MATH 3390, MATH 3440, MATH 3460.

**List of Year 2 Mathematics Electives (of which two are required for the core requirements):** MATH 2030, MATH 2040, MATH 2070, MATH 2140, MATH 2160, MATH 2170.

Other electives can be chosen. ~~from the general list of approved electives, as in the honours program. For advice on this point students should talk to a faculty member in the department.~~

#### **Four Year Major in Applied Mathematics with Option (Computer Science, Economics, Statistics)**

These programs provide a sound general knowledge of applied mathematics together with a significant number of courses in the option area. Courses in the Computer Science option provide training in aspects of computer science which are most useful to the practicing mathematician. Courses in the Computer Sciences, Economics, and Statistics options are fundamental to each area and provide a strong, mathematical basis for further study.

**To enter** the four year Major in Applied Mathematics with one of the above three options, a student must have a "C+" in either MATH 1232 or MATH 1690 or a minimum grade of "B" in MATH 1700, and have satisfied all faculty requirements for entry to the program.

**To continue** in the Applied Mathematics Major degree programs, students must maintain a minimum DGPA of 2.00.

**To graduate** with the B. Sc. Major degree, a student must achieve a minimum DGPA of 2.00, and a minimum grade of "C" in each of the Major Program Specific courses (see below).

#### **Applied Mathematics Major Program Specific Courses**

MATH 1220, MATH 1230, MATH 1232, MATH 1240, MATH 2070, MATH 2080, MATH 2090, MATH 2140, MATH 2150, MATH 2160, MATH 2180, MATH 3340, MATH 3420, MATH 3440, MATH 3460 and MATH 3470.

It is recommended that students take all 12 credit hours of 1000 level mathematics courses in their initial 30 credit hours; however, students should take at least MATH 1230, MATH 1232 and MATH 1220. See the individual charts below for additional requirements for each option.

**Options List:** MATH 2030, MATH 2040, MATH 2170, or any 3000/4000 level MATH course.

#### **Co-operative Option**

A co-operative education option is available for both Major and Honours students. Students should refer to Section 3.4 of this chapter for further information on the Co-op programs.

#### **Honours**

The course, grade requirements and minimum DGPA requirement for entry and continuation in the Cooperative Option are the same as that for regular Honours program.

Students will need to have completed MATH 2020, MATH 2080, MATH 2090, MATH 2150 and MATH 2180 (or their equivalents as approved by the department of Mathematics) before entrance into the Co-op Program. **Students who plan on, or are required to, take MATH 3470 and MATH 3472 are recommended to take these in the Fall and Winter (respectively) of Year 3 (similarly with MATH 3320 and MATH 3322).**

#### **Major**

The course and minimum grade requirements for entry and continuation in the Cooperative Option are the same as those required for the regular Major program. However, the entry and continuation DGPA requirement is set at a minimum of 2.5.

Students will need to have completed MATH 2020, MATH 2080, MATH 2090, MATH 2150 and MATH 2180 (or their equivalents as approved by the department of Mathematics) before entrance into the Co-op Program. **Students who plan on, or are required to, take MATH 3470 and MATH 3472 are recommended to take these in the Fall and Winter (respectively) of Year 3 (similarly with MATH 3320 and MATH 3322).**

## 4.9.2.1 Mathematics Honours Program Chart

4.9.2.1 Mathematics			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>MATHEMATICS HONOURS</b> (including Co-operative Option) 120 CREDIT HOURS			
MATH 1220 <sup>1</sup> , MATH 1230 <sup>1</sup> , MATH 1232 <sup>1</sup> , MATH 1240	MATH 2020, MATH 2080, MATH 2090, MATH 2150, MATH 2180  6 credit hours from the following list:  MATH 2030, MATH 2040, MATH 2070, MATH 2140, MATH 2160 <sup>2</sup> , MATH 2170	36 credit hours Mathematics courses, which must include the following:  MATH 3320, MATH 3340, MATH 3390, MATH 3440, MATH 3470, MATH 3472;  And one of the two concentrations listed below:  <b>Applied and Computational Mathematics Concentration:</b>  MATH 3420, MATH 3460, MATH 4370; and additional 9 credit hours to be chosen from:  MATH 3322, MATH 3330, MATH 4280, MATH 4320 <sup>3</sup> , MATH 4330 <sup>3</sup> , MATH 4380 <sup>3</sup> , MATH 4390 <sup>3</sup> , MATH 4440, MATH 4460 <sup>3</sup>  <b>Pure Mathematics Concentration:</b>  MATH 3322, one of (MATH 3410 <sup>3</sup> or MATH 3480 <sup>3</sup> ), MATH 4260, and one of (MATH 4300 <sup>3</sup> or MATH 4340 <sup>3</sup> or MATH 4360 <sup>3</sup> );  and an additional 6 credit hours to be chosen from: MATH 3360, MATH 4240 <sup>3</sup> , MATH 4270, MATH 4280, MATH 4290, MATH 4450, MATH 4470 <sup>3</sup>	
STAT 1150 <sup>1</sup> , COMP 1010 <sup>1</sup>			
The following must be completed in Year 1 or Year 2:  6 credit hours from the Faculty of Arts, which should include the required "W" course.		12 credit hours of electives from: MATH 2030, MATH 2070, MATH 2160, MATH 2170 (if not taken as a required 2nd year elective) and all Year 3 and 4 mathematics courses	
15 credit hours of electives ( <del>review above list for acceptable electives</del> )		12 credit hours of approved (not necessarily mathematics) electives ( <del>review above list for acceptable electives</del> )  <b>Co-op Requirements (if selected):</b> <u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4<sup>th</sup> work term is selected)</u>	
30 Hours	30 Hours	30 Hours	30 Hours

### NOTES:

<sup>1</sup> Students are strongly advised to take MATH 1220, MATH 1230 and MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (A) in place of MATH 1220, MATH 1500 (A) or MATH 1510 (A) in place of MATH 1230, MATH 1700 (A) or MATH 1710 (A) in place of MATH 1232, MATH 1690 (B) in place of MATH 1230 and MATH 1232. With permission from the department, students may be able to substitute STAT 1000 and STAT 2000 in place of STAT 1150. COMP 1012 may be used in lieu of COMP 1010.

<sup>2</sup> Department strongly recommends choosing MATH 2160 as one of the electives in Year 2.

<sup>3</sup> These courses may not be offered every year, but are usually offered once every second year. Please refer to Aurora Student for courses offered in the current year and to the website of the Department of Mathematics for the planned schedule of future course offerings.

### 4.9.2.2 Mathematics Double Honours Program Chart

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>MATHEMATICS HONOURS DOUBLE</b> (including Co-operative Option) MINIMUM 120 CREDIT HOURS (comprising courses listed in chart below, and the required courses from the other department)			
MATH 1220 <sup>1</sup> , MATH 1230 <sup>1</sup> , MATH 1232 <sup>1</sup> , MATH 1240  STAT 1150 <sup>1</sup>  COMP 1010 <sup>1</sup>  Plus 6 credit hours from the Faculty of Arts, which should include the required "W" course	MATH 2020, MATH 2080, MATH 2090, MATH 2150, MATH 2180  6 credit hours from the following list:  MATH 2030, MATH 2040, MATH 2070, MATH 2140, MATH 2160, MATH 2170	MATH 3320, MATH 3340, MATH 3390, MATH 3440, MATH 3470, MATH 3472          <b><u>Co-op Requirements (if selected):</u></b> <u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4<sup>th</sup> work term is selected)</u>	15 credit hours from: MATH 2030, MATH 2070, MATH 2160, MATH 2170 (if not taken as a required 2nd year elective); and all Year 3 and 4 mathematics courses of which at least 9 credit hours must be 4000 level.

#### NOTES:

<sup>1</sup> Students are strongly advised to take MATH 1220, MATH 1230 and MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (A) in place of MATH 1220, MATH 1500 (A) or MATH 1510 (A) in place of MATH 1230, MATH 1700 (A) or MATH 1710 (A) in place of MATH 1232, MATH 1690 (B) in place of MATH 1230 and MATH 1232. With permission of the department, students may be able to substitute STAT 1000 and STAT 2000 in place of STAT 1150. COMP 1012 may be used in lieu of COMP 1010.

### 4.9.2.3 Mathematics Major Program Chart

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>MATHEMATICS FOUR YEAR MAJOR</b> (including Co-operative Option) 120 CREDIT HOURS			
MATH 1220 <sup>1</sup> , MATH 1230 <sup>1</sup> , MATH 1232 <sup>1</sup> , MATH 1240	MATH 2020, MATH 2080, MATH 2090, MATH 2150, MATH 2180  6 credit hours from the following:  MATH 2030, MATH 2040, MATH 2070, MATH 2140, MATH 2160, MATH 2170	A total of 48 credit hours from MATH 2030, MATH 2070, MATH 2160, MATH 2170 and any 3000/4000 level Mathematics courses, which must include:  MATH 2030 (if not already taken as Year 2 elective), MATH 2160 (if not already taken as Year 2 elective), MATH 3320, MATH 3322, MATH 3340, MATH 3360, MATH 3390, MATH 3440, MATH 3460	
STAT 1150 <sup>1</sup> , COMP 1010 <sup>1</sup>  15 credit hours of approved electives  The following must be completed in Year 1 or Year 2:  6 credit hours from the Faculty of Arts, which should include the required “W” course.		12 credit hours of approved electives  <b><u>Co-op Requirements (if selected):</u></b> <u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4<sup>th</sup> work term is selected)</u>	

#### NOTES:

<sup>1</sup> Students are strongly advised to take MATH 1220, MATH 1230 and MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (B) in place of MATH 1220, MATH 1500 (B) or MATH 1510 (B) in place of MATH 1230, MATH 1700 (B) or MATH 1710 (B) in place of MATH 1232, MATH 1690 (C+) in place of MATH 1230 and MATH 1232. With permission from the department, students may be able to substitute STAT 1000 and STAT 2000 in place of STAT 1150. COMP 1012 may be used in lieu of COMP 1010.



### 4.9.2.4 Applied Mathematics with Computer Science Option Program Chart

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>APPLIED MATHEMATICS FOUR YEAR MAJOR with COMPUTER SCIENCE OPTION</b> (including Co-operative Option) 120 CREDIT HOURS			
MATH 1220 <sup>1</sup> , MATH 1230 <sup>1</sup> , MATH 1232 <sup>1</sup> , MATH 1240  COMP 1010 <sup>1</sup> , COMP 1020	MATH 2080, MATH 2090, MATH 2150, MATH 2160, MATH 2180  COMP 2140	MATH 2070, MATH 2140, MATH 3340, MATH 3420, MATH 3440, MATH 3460, MATH 3470	
6 credit hours from the Faculty of Arts, which should include the required "W" course  6 credit hours of approved electives	STAT 1150 <sup>1</sup> and STAT 2150  9 credit hours chosen from:  MATH 2030, MATH 2040, MATH 2170, or any 3000/4000 level MATH course  One of the following patterns (9 credit hours):  <b>Graphics:</b> COMP 2190, COMP 3490, COMP 4490  <b>Software:</b> COMP 2150, COMP 2160; and one of: COMP 3380, COMP 3440 or COMP 3020  <b>Theoretical Computer Science:</b> COMP 2080, and two of: COMP 3030, COMP 3170, COMP 3820 or COMP 4420  <b>Hardware:</b> COMP 2160, COMP 2280; and one of: COMP 3370 or COMP 3430  <b>Artificial Intelligence:</b> COMP 3190; and two of: COMP 4180, COMP 4190, COMP 4200, COMP 4360  27 credit hours of electives taken during years 2, 3 and 4		
		<b><u>Co-op Requirements (if selected):</u></b> <u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990</u> <u>(if a 4<sup>th</sup> work term is selected)</u>	

#### NOTES:

<sup>1</sup> Students are strongly advised to take MATH 1220, MATH 1230 and MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (B) in place of MATH 1220, MATH 1500 (B) or MATH 1510 (B) in place of MATH 1230, MATH 1700 (B) or MATH 1710 (B) in place of MATH 1232, MATH 1690 (C+) in place of MATH 1230 and MATH 1232. STAT 1000 (C) and STAT 2000 (B) in place of STAT 1150. COMP 1012 may be used in lieu of COMP 1010.

### 4.9.2.5 Applied Mathematics with Economics Option Program Chart

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>APPLIED MATHEMATICS FOUR YEAR MAJOR with ECONOMICS OPTION</b> <u>(including Co-operative Option)</u> 120 CREDIT HOURS			
MATH 1220 <sup>1</sup> , MATH 1230 <sup>1</sup> , MATH 1232 <sup>1</sup> , MATH 1240  ECON 1010 and ECON 1020 (or ECON 1210 and ECON 1220)	MATH 2080, MATH 2090, MATH 2150, MATH 2160, MATH 2180	MATH 2070, MATH 2140, MATH 3340, MATH 3420, MATH 3440, MATH 3460, MATH 3470, MATH 4370	
9 credit hours of electives	STAT 1150 <sup>1</sup> , STAT 2150		
	COMP 1010 <sup>1</sup>		
	ECON 2030, ECON 3030		
	<b>6 credit hours from:</b>  MATH 2030, MATH 2040, MATH 2170, or any 3000/4000 level MATH course  <b>6 credit hours from:</b>  ECON 2010, ECON 2020, ECON 3010 and ECON 3020		
24 credit hours of approved electives taken during years 2, 3 and 4			
3 credit hour "W" course must be taken in Year 1 or Year 2		<b><u>Co-op Requirements (if selected):</u></b> SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4 <sup>th</sup> work term is selected)	

#### NOTES:

<sup>1</sup> Students are strongly advised to take MATH 1220, MATH 1230 and MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (B) in place of MATH 1220, MATH 1500 (B) or MATH 1510 (B) in place of MATH 1230, MATH 1700 (B) or MATH 1710 (B) in place of MATH 1232, MATH 1690 (C+) in place of MATH 1230 and MATH 1232. STAT 1000 (C) and STAT 2000 (B) in place of STAT 1150. COMP 1012 may be used in place of COMP 1010.

### 4.9.2.6 Applied Mathematics with Statistics Option Program Chart

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>APPLIED MATHEMATICS FOUR YEAR MAJOR with STATISTICS OPTION</b> ( <u>including Co-operative Option</u> ) 120 CREDIT HOURS			
MATH 1220 <sup>1</sup> , MATH 1230 <sup>1</sup> , MATH 1232 <sup>1</sup> , MATH 1240  STAT 1150 <sup>1</sup>	MATH 2080, MATH 2090, MATH 2150, MATH 2160, MATH 2180  STAT 2150	MATH 2070, MATH 2140, MATH 3340, MATH 3420, MATH 3440, MATH 3460, MATH 3470  STAT 2400, STAT 3400, STAT 3470, STAT 3480, STAT 3800	
6 credit hours from the Faculty of Arts, which should include the required "W" course	COMP 1010 <sup>1</sup>  9 credit hours from:  MATH 2030, MATH 2040, MATH 2170, or any 3000/4000 level MATH course  6 credit hours of 3000 or 4000 level Statistics courses		
9 credit hours of electives	18 credit hours of approved electives taken during years 2, 3 and 4		
		<b><u>Co-op Requirements (if selected):</u></b> <u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4<sup>th</sup> work term is selected)</u>	

#### NOTES:

<sup>1</sup> Students are strongly advised to take MATH 1220, MATH 1230 and MATH 1232. The following substitutions are allowed (but not advised), provided the grades indicated in brackets are achieved: MATH 1300 (B) in place of MATH 1220, MATH 1500 (B) or MATH 1510 (B) in place of MATH 1230, MATH 1700 (B) or MATH 1710 (B) in place of MATH 1232, MATH 1690 (C+) in place of MATH 1230 and MATH 1232. STAT 1000 (C) and STAT 2000 (B) in place of STAT 1150. COMP 1012 may be used in place of COMP 1010.

## Physics and Astronomy

Modification:

ASTR 3070 - Observational Astronomy Project 0.0  
(Lab required) Students will learn to develop and execute an observational research project. Students will choose their research topic with the constraint that the data be collected using the University of Manitoba's Astronomical Observatory at Glenlea Astronomical Observatory and the Ewen Campus Telescopes. The optical observational data will be supplemented by archival data from professional research telescopes such as the Hubble Space Telescope, Chandra X-ray Observatory and others. The course covers the determination of observational constraints, the use of filters, methods of data analysis, and interpretation of results. The research project will be written into a report and presented. Prerequisite: ASTR 2070 or the former PHYS 2070 or permission of the department.

### **NET CHANGE IN CREDIT HOURS: 0.0**

Program modifications:

Modifications to the following programs, to introduce Cooperative Options, are outlined on the next 4 pages:

- **Bachelor of Science (Honours) in Physics and Astronomy, Astronomy and Astrophysics, Cooperative Option**
- **Bachelor of Science (Honours) in Physics and Astronomy, Physics, Cooperative Option**
- **Bachelor of Science (Honours) in Physics and Astronomy, Medical and Biological, Cooperative Option**
- **Bachelor of Science (Major) in Physics and Astronomy, Cooperative Option**

#### 4.11.1 Program Information

Physics is the discipline that by experiment and logical analysis examines the laws of nature that form the basis for all relationships and interactions between matter and energy. Knowledge of physics is also essential in other natural sciences, such as chemistry and geology, and to professions such as engineering, medicine and dentistry. Astronomy, the other focus of this department, examines the universe, the earth and the planets, as well as phenomena such as quasars, pulsars, comets, and asteroids; a planetarium and an astronomical observatory are part of this program. In both Physics and Astronomy mathematical skills are developed simultaneously.

~~The department must approve a student's Honour or Major program prior to registration in each session. Students must also obtain approval for any and all revisions to their program.~~

The Department of Physics and Astronomy and the Department of Electrical and Computer Engineering have defined focus areas of study within their own programs. Students taking the courses recommended for these focus areas will find it easier to transfer between programs in Physics and Astronomy and Electrical and Computer Engineering programs. Students interested in obtaining more information about transferring to a Physics program from Electrical Engineering should consult with the Head of the Physics department.

#### Honours

**To enter** the Honours programs in Physics and Astronomy, a student must have completed at least 24 credit hours with a minimum DGPA of 3.00, and also obtained a minimum grade of "B" in PHYS 1070, or a "B+" in PHYS 1030. Students are strongly encouraged to complete MATH 1300, MATH 1500, and MATH 1700 in Year 1. Not only are these courses required in the Physics and Astronomy programs, they are required prerequisites to several second year Physics and Astronomy required courses.

**To continue** in the Physics and Astronomy Honours program, students must maintain a minimum DGPA of 3.00, and complete a minimum of 9 credit hours during each Fall and Winter Term.

**To graduate** with the B. Sc. Honours degree, a student must achieve a minimum DGPA of 3.00 and minimum grade of "C" in each course that contributes to the 120 credit hours of the degree.

There are a number of awards — the Coish, the C.P. Loewen, the Neamtan, the Roulston, and the Sen Scholarships — available in this program.

#### Joint Honours

The Department of Physics and Astronomy offers joint honours programs in conjunction with the Departments of Mathematics, Computer Science, and Chemistry.

**To enter** the Joint Honours Mathematics-Physics program the student must have a minimum grade of "B" in: MATH 1232 or MATH 1690 or a minimum grade of "A" in MATH 1700, PHYS 1050 (or "B+" in PHYS 1020) and PHYS 1070.

**To enter** the Joint Honours Computer Science-Physics program, the student must have a minimum grade of "B" in: PHYS 1050 (or "B+" in PHYS 1020), PHYS 1070, MATH 1300, MATH 1500 (or equivalent), MATH 1700 (or equivalent), and COMP 1020.

**To enter** the Joint Honours Chemistry-Physics program, the student must have a minimum grade of "B" in: PHYS 1050 (or "B+" in PHYS 1020), PHYS 1070, CHEM 1300, CHEM 1310, MATH 1500 and MATH 1700.

#### Double Honours

The Department of Physics and Astronomy offers a double honours degree in conjunction with the Biochemistry program.

#### Four Year Major

The program is intended for students who wish to learn Physics as part of a general education, or combine Physics with other disciplines. There are many options with this degree which might include a career in education, high technology, business, or science journalism. The large number of electives will allow the students to obtain significant background in another field such as Chemistry, Life Sciences, Computer Science, Mathematics, Physical Geography, Geophysics or Geology. In some cases, these can be recognized formally as a minor or part of a double major program.

**To enter** the four year Major program in Physics and Astronomy, a student must have PHYS 1050 (C+) or PHYS 1020 (B). In addition, students must have satisfied the faculty requirements for entry to the four year

Major program. Students are strongly encouraged to complete PHYS 1070 or PHYS 1030 as well as MATH 1300, MATH 1500, and MATH 1700 in Year 1. Not only are they required courses in the Physics and Astronomy programs, these courses are required prerequisites to several required second year Physics and Astronomy courses.

### **Co-operative Option**

A co-operative education option is available to both Major and Honours students. Students should refer to Section 3.4 of this chapter for further information on the Co-op programs.

### **Honours**

The course, grade requirements and minimum DGPA requirement for entry and continuation in the Cooperative Option are the same as that for regular Honours program.

### **Major**

The course and minimum grade requirements for entry and continuation in the Cooperative Option are the same as those required for the regular Major program. However, the entry and continuation DGPA requirement is set at a minimum of 2.5.

#### 4.11.2 Physics and Astronomy Program Charts

<b>4.11.2 Physics and Astronomy</b>			
YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>HONOURS: Astronomy and Astrophysics<sup>1</sup> (including Co-operative Option) 120 CREDIT HOURS</b>			
PHYS 1050 (or PHYS 1020) and PHYS 1070 (B) (or PHYS 1030 (B+)) <sup>2</sup> MATH 1300 <sup>2</sup> , MATH 1500 <sup>2</sup> , MATH 1700 <sup>2</sup> ASTR 1810 COMP 1012 <sup>5</sup> 6 credit hours from the Faculty of Arts including the "W" requirement.	PHYS 2600, PHYS 2650, PHYS 2386, PHYS 2496 PHYS 2260 or PHYS 2610 ASTR 2000, ASTR 2070 MATH 2090, MATH 2720	PHYS 3386, PHYS 3430 (6), PHYS 3496, PHYS 3630, PHYS 3650, PHYS 3670 ASTR 3180, ASTR 3230	PHYS 4386, PHYS 4646, PHYS 4676, PHYS 4678, PHYS 4680 One of PHYS 4010, PHYS 4516, or PHYS 4250 Two of ASTR 4020, ASTR 4100, ASTR 4200, ASTR 4400
3 credit hours of open electives (ASTR 1830 is recommended).	3 credit hours of open electives <sup>3</sup> .	3 credit hours of open electives <sup>3</sup> (ASTR 3070 is recommended).	6 credit hours of open electives <sup>3</sup> .
<b>Co-op Requirements (if selected):</b> <u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4th work term is selected)</u>			
<b>HONOURS: Physics<sup>1</sup> (including Co-operative Option) 120 CREDIT HOURS</b>			
PHYS 1050 (or PHYS 1020) and PHYS 1070 (B) (or PHYS 1030 (B+)) <sup>2</sup> MATH 1300 <sup>2</sup> , MATH 1500 <sup>2</sup> , MATH 1700 <sup>2</sup> COMP 1012 <sup>5</sup> 6 credit hours from the Faculty of Arts including the "W" requirement.	PHYS 2260 or PHYS 2610 PHYS 2386, PHYS 2496, PHYS 2600, PHYS 2650 MATH 2090, MATH 2720	PHYS 3386, PHYS 3430 (6), PHYS 3650, PHYS 3670, PHYS 3496, PHYS 3630	PHYS 4676, PHYS 4678, PHYS 4386, PHYS 4646, PHYS 4680 6 credit hours of 4000-level Physics
6 credit hours of open electives	9 credit hours of open electives <sup>3</sup>	9 credit hours of open electives <sup>3</sup>	9 credit hours of open electives <sup>3</sup>
<b>Co-op Requirements (if selected):</b> <u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4th work term is selected)</u>			
<b>HONOURS: Medical and Biological<sup>1</sup> (including Co-operative Option) 120 CREDIT HOURS</b>			
PHYS 1050 (or PHYS 1020), PHYS 1070 <sup>2</sup> (B) (or PHYS 1030 (B+)) MATH 1300 <sup>2</sup> , MATH 1500 <sup>2</sup> , MATH 1700 <sup>2</sup> BIOL 1020, BIOL	PHYS 2386, PHYS 2496, PHYS 2600, PHYS 2610, PHYS 2650 PHYS 2270 or PHYS 2272 MATH 2090, MATH	PHYS 3386, PHYS 3430 (6), PHYS 3670, PHYS 3630, PHYS 3220, PHYS 3496 STAT 1150 <sup>6</sup> 6 credit hours of open electives	PHYS 4646, PHYS 4680, PHYS 4250, PHYS 4516, PHYS 4676, PHYS 4678 PHYS 4360 or PHYS 4400 9 credit hours of open electives

1030	2720	<b>Co-op Requirements (if selected):</b>	
COMP 1012 <sup>5</sup> 6 credit hours from the Faculty of Arts including the "W" requirement	6 credit hours of open electives	<u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4th work term is selected)</u>	
30 Hours	30 Hours	30 Hours	30 Hours
<b>FOUR YEAR MAJOR (including Co-operative Option), 120 CREDIT HOURS</b>			
PHYS 1050 (C+) (or PHYS 1020 (B)), PHYS 1070 <sup>2,4</sup> (C+) (or PHYS 1030 (B)) MATH 1300 <sup>2</sup> , MATH 1500 <sup>2</sup> , MATH 1700 <sup>2</sup>  COMP 1012 <sup>5</sup> 6 credit hours from the Faculty of Arts including the "W" requirement	PHYS 2260 or PHYS 2610 <sup>4</sup> PHYS 2386, PHYS 2496, PHYS 2600  MATH 2720	PHYS 2650 <sup>4</sup> , PHYS 3670, PHYS 3496 MATH 2090  6 credit hours of 3000 level Physics and Astronomy	PHYS 3386, PHYS 3430 (6), PHYS 3630 3 credit hours of 3000 level Physics and Astronomy  3 credit hours of 4000 level Physics and Astronomy
6 credit hours of open electives	15 credit hours of open electives <sup>3</sup>	12 credit hours of open electives <sup>3</sup>	12 credit hours of open electives <sup>3</sup>
		<b>Co-op Requirements (if selected):</b>	
		<u>SCI 3980, SCI 3990, and SCI 4980, and SCI 4990 (if a 4th work term is selected)</u>	
30 Hours	30 Hours	30 Hours	30 Hours

**NOTES:**

<sup>1</sup> Students must achieve a minimum grade of "C" in all courses contributing to the Honours program.

<sup>2</sup> PHYS 1050 and PHYS 1070 are recommended. MATH 1220 may be taken in place of MATH 1300; MATH 1230 or MATH 1510 or MATH 1520 may be taken in place of MATH 1500; MATH 1232 or MATH 1710 may be taken in place of MATH 1700; MATH 1690 may be taken in place of MATH 1500 and MATH 1700.

<sup>3</sup> Although they are not required courses in the Physics programs, MATH 2080, MATH 2180, and MATH 3340 are recommended electives for the Physics Honours and Four Year Major degrees.

<sup>4</sup> Students who do not take PHYS 1070 or PHYS 1030 in Year 1 must postpone PHYS 2600 until Year 3. PHYS 2260, PHYS 2610 and PHYS 2650 may be taken in Year 2 or Year 3 if the respective prerequisites are met.

<sup>5</sup> Students who have already taken COMP 1010 before joining the program may count COMP 1010 in lieu of COMP 1012. However, students who have not taken COMP 1010 before entering the program must then take COMP 1012.

<sup>6</sup>Students may take STAT 1000 and STAT 2000 in lieu of STAT 1150.

**IMPORTANT:** The Honours and four year Major program need not be completed in the manner prescribed in the chart above. The chart indicates the recommended arrangement of the required courses and is meant to be a guide around which students can plan their program (Letters in brackets refer to minimum prerequisite standing required for further study. The number 6 in brackets indicates a 6 credit hour course).



Université de Saint-Boniface

Faculté des arts

département des sciences humaines et sociales

Deletion:

GEOG 3591 Géographie des pays en voie de développement Cr.Hrs. 6

-6.0

**NET CHANGE IN CREDIT HOURS: -6.0**

Program modifications:

Modifications to the **Baccalauréat ès arts général** are set out on the next 2 pages.

## **Proposition de modification de baccalauréat ès arts : documents d'appui**

### **1. Résumé exécutif**

Nous proposons d'accepter les cours de géographie physique pour satisfaire à l'exigence de 6 crédits en sciences dans le cadre du B.A. général de l'USB. Ce changement permet de rester en harmonie avec le programme équivalent de l'Université du Manitoba et il reconnaît que la matière des cours de géographie physique relève davantage des sciences naturelles que des sciences humaines.

### **2. Plan de transition**

Si la proposition est acceptée, elle sera mise en œuvre dès la rentrée d'automne. Les étudiantes et étudiants pourront donc se prévaloir immédiatement de cette possibilité supplémentaire pour rencontrer les exigences de leur programme d'étude. Des cours de géographie physique sont prévus à l'horaire de la session d'automne : GEOG 1291 – *Introduction à la géographie physique* et GEOG 2551 – *Géomorphologie*. Les orienteurs sont déjà avisés de cette proposition et l'Annuaire sera modifié en conséquence.

### **3. Description dans l'annuaire**

#### *3.1. Texte actuel : article 3.1. paragraphes 8-9*

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#### Sciences sociales

Les disciplines de la Faculté des arts offertes à l'Université de Saint-Boniface qui peuvent être suivies pour satisfaire à l'exigence de sciences sociales sont : anthropologie, géographie, psychologie, sciences économiques, sciences politiques et sociologie.

## Sciences

Les disciplines de la Faculté des arts offertes à l'Université de Saint-Boniface qui peuvent être suivies pour satisfaire à l'exigence de sciences sont : chimie, informatique, mathématiques, microbiologie, physique, sciences biologiques et statistiques.

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### 3.2. Texte révisé : article 3.1. paragraphes 8-9

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## Sciences sociales

Les disciplines de la Faculté des arts offertes à l'Université de Saint-Boniface qui peuvent être suivies pour satisfaire à l'exigence de sciences sociales sont : anthropologie, **géographie humaine**, psychologie, sciences économiques, sciences politiques et sociologie.

## Sciences

Les disciplines de la Faculté des arts offertes à l'Université de Saint-Boniface qui peuvent être suivies pour satisfaire à l'exigence de sciences sont : chimie, **géographie physique (par exemple, les cours de GEOG 1291, GEOG 2541, GEOG 2551)**, informatique, mathématiques, microbiologie, physique, sciences biologiques et statistiques.

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## Faculté des sciences

### département des sciences mathématiques - physique

#### Introductions:

MATH 1081 Principes fondamentaux du raisonnement mathématique Cr.Hrs. 3 +3.0  
(Laboratoire requis) La logique, le raisonnement, la résolution de problèmes, une introduction à la théorie des ensembles, l'induction mathématique, une introduction à la théorie des nombres, les bases de l'arithmétique et les algorithmes standard, l'utilisation des fractions et des fonctions. Ce cours est recommandé pour les étudiants qui aimeraient devenir enseignant au niveau élémentaire ou intermédiaire. Ce cours ne peut pas être reconnu aux fins d'un programme spécialisé, de majeure, général ou de mineure dans les sciences mathématiques. On ne peut se faire créditer MATH 1081 et MATH 1080. Préalable: [Mathématiques 40S (pré-calcul) ou l'ancien MATH 40S (300)] ou [une note minimale de 65% dans Mathématiques appliquées 40S] ou [une note minimale de C dans MATH 0401] ou [une note minimale de C dans MSKL 0100 offert à l'Extended Education de l'Université du Manitoba].

MATH 1091 Raisonnement mathématique en géométrie euclidienne Cr.Hrs. 3 +3.0  
(Laboratoire requis) Introduction à la géométrie euclidienne avec emphase sur le raisonnement mathématique. Périmètre, aire, volume, congruence de triangles, lignes parallèles et quadrilatères, similitudes, cercles, géométrie des coordonnées et géométrie des transformations. Ce cours est recommandé pour les étudiants qui aimeraient devenir enseignant au niveau élémentaire ou intermédiaire. Ce cours ne peut pas être reconnu aux fins d'un programme spécialisé, de majeure, général ou de mineure dans les sciences mathématiques. On ne peut se faire créditer MATH 1091 et MATH 1090. Préalable: Une note minimale de C dans MATH 1081 ou MATH 1080.

#### Modification:

ENG 1441 Introduction à la statique Cr.Hrs. 3 0.0  
Statique des particules, corps rigides, équilibre des corps rigides, analyse de structures, forces réparties. On ne peut se faire créditer ENG 1441 et ENG 1440. Préalables: [une note minimale de 60 % dans Mathématiques 40S (pré-calcul)] ou [une note minimale de C dans MATH 0401 ou MSKL 0100] et [une note minimale de 60 % dans Physique 40S ou (avoir réussi PHYS 0900 ou PSKL 0100 ou une note minimale de C dans PHYS 1051 ou PHYS 1050)] et [une note minimale de 60 % dans Chimie 40S ou (avoir réussi CHEM 0900 ou CSKL 0100 ou une note minimale de C dans CHEM 1301 ou CHEM 1300)] ou l'équivalent.

### **NET CHANGE IN CREDIT HOURS: +6.0**

## Faculté d'éducation et des études professionnelles

### École de traduction

#### Introductions:

TRAD 3581 Sujets particuliers Cr.Hrs. 3 +3.0  
Contenu variable en fonction des besoins et des intérêts. Préalable: une note minimale de C dans TRAD 3261 et TRAD 3131 ou l'autorisation écrite de la professeure ou du professeur. Cette cote de cours peut être utilisée pour différents titres de cours spécifiques.

TRAD 3981 Sujets particuliers Cr.Hrs. 3 +3.0  
Contenu variable en fonction des besoins et des intérêts. Préalable: une note minimale de C dans TRAD 3261 et TRAD 3131 ou l'autorisation écrite de la professeure ou du professeur. Cette cote de cours peut être utilisée pour différents titres de cours spécifiques.

**NET CHANGE IN CREDIT HOURS: +6.0**

École de travail social

Modifications:

SWRK 4221 Peuples autochtones et pratique du travail social Cr.Hrs. 6 0 0.0  
Analyse de la pratique du travail social et de la politique de bien-être social à partir d'une perspective autochtone. Étude des thèmes historiques et contemporains qui ont influencé le rapport entre les peuples autochtones et l'État Canadien. L'exploration de diverses approches et pratiques de changements (système client et système services) qui supporteront la survie, l'autodétermination, le bien-être socioculturel et la résilience de la collectivité autochtone. On ne peut se faire créditer SWRK 4221 et SWRK 4220. Préalables: [SWRK 2113 ou SWRK 1310 ou l'ancien 1311], SWRK 2043, [SWRK 2081 ou SWRK 2080], [SWRK 2093 ou SWRK 2090 ou l'ancien 2091] et [SWRK 3141 ou SWRK 3140].

SWRK 4303 Champs d'intervention et de pratique du travail social Cr.Hrs. 3 0.0  
Séminaire d'enseignement des habiletés requises dans la pratique du travail social soit en contexte de stage ou d'intervention pratique. Insistance sur la pratique en termes de planification des changements (le système client), les politiques et les réseaux d'interrelations (le système service). Les séminaires peuvent varier d'une année à l'autre et sont organisés pour couvrir une variété de domaines ou de cadres d'intervention pratiques. On ne peut se faire créditer SWRK 4303 et SWRK 4300 ou l'ancien SWRK 4301. Préalables: [SWRK 2113 ou SWRK 1310 ou l'ancien 1311], SWRK 2043, [SWRK 2081 ou SWRK 2080], [SWRK 2053 ou SWRK 2050 ou l'ancien SWRK 2051], [SWRK 2073 ou SWRK 2070 ou l'ancien SWRK 2071], [SWRK 2093 ou SWRK 2090 ou l'ancien 2091], [SWRK 3141 ou SWRK 3140] et [SWRK 3151 ou SWRK 3150]. Concomitant: SWRK 4121 ou SWRK 4120.

**NET CHANGE IN CREDIT HOURS: 0.0**

# MEMO

REGISTRAR'S OFFICE

Room 400 University Centre

PH: 474-9425



UNIVERSITY  
OF MANITOBA

**Date:** October 30, 2018

**Memo To:** Senate

**From:** Neil Marnoch, Registrar

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

**Re:** Proposed Academic Schedule for 2019-2020

---

The attached proposed 2019-2020 Academic Schedule has been updated based on changes in days and/or dates to conform to the 2019 and 2020 calendars and University Closure dates, along with revised information received from academic units. The proposed schedule has been reviewed by all Faculties, Colleges and Schools. Please note the following:

1. Labour Day in 2019 is September 2; New Student Orientation will take place on Tuesday, September 3 (see Section 1.2.1). Fall Term classes in most faculties, colleges and schools will begin on Wednesday, September 4 and end on Friday, December 6 (see Section 1.2.2).
2. The last day to drop a Fall Term or Fall/Winter term spanning course without academic or financial penalty is Tuesday, September 17. The last day to register for a Fall Term or Fall/Winter term spanning course is Wednesday, September 18.
3. There are two statutory holidays in the 2019 Fall Term: Thanksgiving Day, Monday, October 14 and Remembrance Day, Monday, November 11 (see Section 1.1.1).
4. The Fall Term Break, for most students, is Tuesday, November 12 to Friday, November 15 (see Section 1.2.5).
5. There are 62 days available for instruction in Fall Term.
6. The 2019 December Examination Period will be from Monday, December 9 through Friday, December 20 (see Section 1.2.6).
7. The university will re-open after the Winter Holiday on Thursday, January 2, 2020. Winter Term classes for most faculties, colleges and schools will commence on Monday, January 6, 2020, and end on Tuesday, April 7. (see Section 1.2.2).
8. The last day to drop a Winter Term course without academic or financial penalty is Friday, January 17, 2020. The last day to register for a Winter Term course is Monday, January 20.
9. There are two statutory holidays in the 2020 Winter Term: Louis Riel Day on Monday, February 17 and Good Friday on April 10 (Between classes and the start of the April Examination Period).
10. Winter Term Break in 2020 is Tuesday, February 18 to Friday, February 21 (see Section 1.2.5).

11. There are 62 days available for instruction in Winter Term.
12. The 2020 April Examination period will be from Monday, April 13 through Saturday, April 25 (see Section 1.2.6).
13. The deadline for Voluntary Withdrawal is the 48th teaching day of the term for single term courses. In 2019-2020 these dates are Monday, November 18 for Fall Term courses and Wednesday, March 18 for Winter Term courses (see Section 1.2.3).  
Note: Faculties, colleges and schools offering courses with irregular schedules and withdrawal dates must ensure these are well publicized to students.
14. The Voluntary Withdrawal deadline for Fall/Winter spanned classes is Friday, January 17, and Wednesday, May 6 for Winter/Summer spanned distance and online courses (see Section 1.2.3).
15. Convocation ceremonies (see Section 1.2.9) will be held as follows:
 

▪ Fall Convocation (Fort Garry Campus)	October 22 - 24, 2019
▪ Fall Convocation (Bannatyne Campus)	TBD
▪ Agriculture Diploma Convocation	May 1, 2020
▪ Spring Convocation (Bannatyne Campus)	May 21, 2020
▪ Spring Convocation (Fort Garry Campus)	June 1 - 5, 2020
▪ Université de Saint-Boniface Convocation	June 8, 2020

Note, additional days have been included for Spring Convocation (Fort Garry Campus) to allow for additional ceremonies if necessary.  
In addition to Convocation ceremonies, the Annual Traditional Graduation Pow Wow in honour of Aboriginal students will be held on Saturday, May 2, 2020.
16. Dates on the attached schedule presented as information include: Fee Payment deadlines determined by Financial Services (see Section 1.2.4) and deadlines to apply for graduation (Section 1.2.9).
17. Dates for the 2020 Summer Term have not been determined.

Encl.

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

**2019-2020 Academic Schedule**

Admission application deadlines are found online at [umanitoba.ca/student/admissions](http://umanitoba.ca/student/admissions). Additional important date information for Faculty of Graduate Studies students is available at [umanitoba.ca/faculties/graduate\\_studies/deadlines](http://umanitoba.ca/faculties/graduate_studies/deadlines).

Faculties, schools, colleges and/or programs may have other important dates and deadlines that are not included in the Academic Schedule.

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## Section 1: Dates for Fall/Winter Session

This section contains information for Fall and Winter Terms, including distance and online courses. See section 3 for Summer Term information, including information for distance and online courses offered over Summer Term.

### 1.1 Dates applicable to all U of M students:

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#### 1.1.1 University Closure

*When the University is closed no classes/examinations will be held.*

Canada Day	July 1, 2019
Terry Fox Day (Civic Holiday)	August 5, 2019
Labour Day	September 2, 2019
Thanksgiving Day	October 14, 2019
Remembrance Day	November 11, 2019
Winter Holiday	December 21, 2019 to January 1, 2020
Louis Riel Day	February 17, 2020
Good Friday	April 10, 2020
Victoria Day	May 18, 2020
Canada Day	July 1, 2020
Terry Fox Day (Civic Holiday)	August 3, 2020

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### 1.2 Dates applicable to most U of M students:

Some additional or differing date information is included in separate sections for: **Agriculture Diploma, Art (School of), Business Administration (MBA & MFin), Dental Hygiene, Dentistry (includes IDDP), Education (B.Ed. only), Medicine (excludes Family Social Sciences), Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, Respiratory Therapy, and Social Work.** Students in these programs should also see their respective section of the Academic Schedule.

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#### 1.2.1 Orientation

*Additional or differing dates exist for: Agriculture Diploma, MBA, MFin, IDDP (Dentistry), Education (B.Ed. only), Medicine, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant Studies, and Respiratory Therapy, and Social Work. Students in these programs should also see their respective section of the Academic Schedule.*

##### New Student Orientation

Fall Term, Fort Garry Campus	September 3, 2019
Winter Term, Fort Garry Campus	January 3, 2020
Faculty of Arts, Faculty of Engineering, Faculty of Environment, Earth & Resources, Faculty of Graduate Studies, Faculty of Law, Faculty of Science, School of Art, Family Social Sciences, School of Business, Faculty of Architecture Graduate Orientation	September 3, 2019
Faculty of Architecture, Environmental Design Program	August 26, 2019
Faculty of Kinesiology & Recreation Management	July 4 & 8, 2019
Faculty of Music	TBD

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### 1.2.2 Start and End Dates

Additional or differing dates exist for: **Agriculture Diploma, MBA, Dental Hygiene, Dentistry, Education, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, Respiratory Therapy, and Social Work.** Students in these programs should also see their respective section of the Academic Schedule.

#### Fall Term

No classes, examinations or tests will be held Dec. 7 to 8, 2019.

September 4 to December 6, 2019

#### Winter Term

No classes, examinations or tests will be held Apr. 10 or 12, 2020.

January 6 to April 7, 2020

#### Winter/Summer Term spanned distance and online courses

January 6 to July 2, 2020

### 1.2.3 Registration and Withdrawal Dates

Additional or differing dates exist for: **Agriculture Diploma and other faculties, colleges and/or schools offering irregularly scheduled courses.** Agriculture Diploma students should also see their respective section of the Academic Schedule; all others should also refer to either the 'Irregular Refund and Voluntary Withdrawal Deadline' information posted on the Registrar's Office website ([http://umanitoba.ca/registrar/fees/irregular\\_refund\\_vw\\_deadlines.html](http://umanitoba.ca/registrar/fees/irregular_refund_vw_deadlines.html)), or the Class Schedule.

#### Regular Registration Period

Fall Term and Fall/Winter Term classes

Ends September 3, 2019

Winter Term classes and

Winter/Summer term spanned distance and online courses

Ends January 5, 2020

#### Limited Access Term Expiry Dates (To be determined by the Registrar's Office in accordance with the schedule of registration)

Fall Term and Fall/Winter Term classes

TBD

Winter Term classes and

Winter/Summer term spanned distance and online courses

TBD

#### Registration Revision Period

Students may use this period of time to make changes to their selected courses or class schedule. Last day to drop is **1 business day** prior to the end of the Registration Revision Period.

Fall Term and Fall/Winter Term classes

September 4 to 18, 2019

Winter Term classes and

Winter/Summer term spanned distance and online courses

January 6 to 20, 2020

#### Last Date to Drop without Penalty

Last date to drop and have course excluded from transcripts; VWs will be recorded on transcripts for courses dropped after this date. **There will be no refunds for courses dropped after this date.** Additional or differing dates exist for **Agriculture Diploma**; students in this program should also see their respective section of the Academic Schedule.

Fall Term

September 17, 2019

Fall/Winter Term classes Part A

September 17, 2019

Fall/Winter Term classes Part B (VW recorded if dropped after Sept. 17, 2019)

January 17, 2020

Winter Term classes and

Winter/Summer term spanned distance and online courses

January 17, 2020

#### Last Date to Register/Registration Revision Deadline

Fall Term and Fall/Winter Term classes

September 18, 2019

Winter Term classes and

Winter/Summer term spanned distance and online courses

January 20, 2020

2019-2020 Academic Schedule

Revised October 4, 2018

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### Voluntary Withdrawal (VW) deadline

*Last date to withdraw and not receive a final grade; students cannot withdraw from courses after this date.*

Fall Term classes	November 18, 2019
Fall/Winter Term spanned classes	January 17, 2020
Winter Term classes	March 18, 2020
Winter/Summer Term spanned distance and online courses	May 6, 2020

---

### 1.2.4 Fee Deadlines

#### Fee Payment Deadline

*A financial penalty will be assessed on accounts with an outstanding balance after this date.*

Fall Term	October 2, 2019
Winter Term	February 4, 2020

**See Section 1.2.3 for the Last Day to Drop without Penalty**

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### 1.2.5 Term Breaks

*Academic and administrative offices will be open during this period; no classes/examinations will be held for students. Additional or differing dates exist for: **Agriculture Diploma, MBA, Dental Hygiene, Dentistry, Education (B.Ed. only), Medicine (M.D. only), Occupational Therapy, Pharmacy (Year 4), Physical Therapy, Physician Assistant Studies, and Respiratory Therapy.** Students in these programs should also see their respective section of the Academic Schedule.*

<b>Fall Term Break</b> <i>The UofM will be closed Monday Nov. 11 for Remembrance Day (see 1.1.1).</i>	November 12 to 15, 2019
<b>Winter Term Break</b> <i>The UofM will be closed Monday Feb. 17 for Louis Riel Day (see 1.1.1).</i>	February 18 to 21, 2020

---

### 1.2.6 Examination and Test Dates

*Students are reminded that they must remain available until all examination and test obligations have been fulfilled. Additional or differing dates exist for: **Agriculture Diploma, Dental Hygiene, Dentistry, Education, Medicine (M.D.), Pharmacy, and Physician Assistant Studies.** Students in these programs should also see their respective section of the Academic Schedule. **Students in faculties, colleges, schools or programs offering irregularly scheduled courses** should also see the exam timetable available through their program office.*

#### Fall Term (includes tests and midterm exams for Fall/Winter Term classes)

*No classes, examinations or tests will be held Dec. 7 or 8, 2019.*

December 9 to 20, 2019

#### Winter Term (includes final exams for Fall/Winter Term classes)

*No classes, examinations or tests will be held Apr. 10 or 12, 2020.*

April 13 to 25, 2020

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### 1.2.7 Challenge for Credit

#### Challenge for Credit application deadline:

For classes offered Fall Term 2019 and spanned Fall/Winter 2019-2020	September 18, 2019
For classes offered Winter Term 2020	January 17, 2020

## 1.2.8 Final Grade Appeal Deadlines

For final grades received for Fall Term 2019 classes	January 22, 2020
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For final grades received for Winter Term 2020 and Fall 2019/Winter 2020 classes	June 8, 2020
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## 1.2.9 Graduation and University Convocation

Degrees, Diplomas and Certificates will be awarded at Convocation. Graduation date may differ from Convocation Ceremony date. Additional or differing dates exist for **Agriculture Diploma, Dental Hygiene, Dentistry, Medicine, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies and Respiratory Therapy**; students in these programs should also see their respective section of the Academic Schedule.

### For students graduating Fall 2019:

Deadline to apply online to graduate <i>for most Undergraduate students</i>	August 1, 2019
Faculty of Graduate Studies Submission Deadline*	August 29, 2019
Convocation Ceremony (Fort Garry Campus)	October 22 to 24, 2019
Convocation Ceremony (Bannatyne Campus)	TBD

### For students graduating February 2020:

Deadline to apply online to graduate <i>for most Undergraduate students</i>	September 18, 2019
Faculty of Graduate Studies Submission Deadline*	January 2, 2020
Graduation date for students graduating in February	February 5, 2020
Convocation Ceremony (Fort Garry Campus)	June 1 to June 5, 2020

### For students graduating Spring 2020:

Deadline to apply online to graduate <i>for most Undergraduate students</i>	January 20, 2020
Faculty of Graduate Studies Submission Deadline*	March 31, 2020
Convocation Ceremony –Agriculture Diploma	May 1, 2020
Convocation Ceremony –Bannatyne Campus	May 21, 2020
Convocation Ceremony – Fort Garry Campus	June 1 to June 5, 2020
Convocation Ceremony – Université de Saint-Boniface	June 8, 2020

<b>Annual Traditional Graduation Pow Wow in honour of Indigenous graduates</b>	May 2, 2020
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\* Last date for receipt by Graduate Studies of Theses/Practica and reports on Theses/Practica, comprehensive examinations, and project reports from students, and lists of potential graduands from departments.

### 1.3 Dates applicable to Agriculture Diploma:

#### 1.3.1 Orientation

September 18, 2019

#### 1.3.2 Start and End Dates

##### Fall Term

September 19 to December 6, 2019

##### Winter Term

January 6 to March 27, 2020

#### 1.3.3 Registration and Withdrawal Dates

##### Regular Registration Period

Fall Term and Fall/WinterTerm classes

Ends September 18, 2019

Winter Term classes

End January 5, 2020

##### Late Registration/Registration Revision Period

*A financial penalty may be assessed on late registrations. Students may use this period of time to make changes to their selected courses or class schedule.*

Fall Term and Fall/WinterTerm classes

September 19 to October 3, 2019

Winter Term classes

January 6 to January 20, 2020

##### Last Day to Drop without Penalty

*Last date to drop and have class excluded from transcripts; VWs will be recorded on transcripts for classes dropped after this date.*

Fall Term and Fall/WinterTerm classes

October 2, 2019

Winter Term classes

January 17, 2020

##### Last Date to Register/Registration Revision Deadline

Fall Term and Fall/WinterTerm classes

October 3, 2019

Winter Term classes

January 20, 2020

##### Voluntary (VW) Withdrawal deadline

*Last date to withdraw and not receive a final grade; students cannot withdraw from classes after this date.*

Fall Term classes

November 15, 2019

Winter Term and Fall/WinterTerm classes

March 6, 2020

#### 1.3.5 Term Breaks

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

##### Fall Term Break

n/a

##### Winter Term Break

See section 1.2.5

#### 1.3.6 Examination and Test Dates

**Fall Term** (includes tests and midterm exams for Fall/WinterTerm classes)

December 9 to 18, 2019

**Winter Term** (includes final exams for Fall/Winter Term classes)

March 30 to April 8, 2020

#### 1.3.7 School of Agriculture Convocation

May 1, 2020

## 1.4 Dates applicable to Art (School of):

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### 1.4.1 Field Trip

First Year Field Trip

TBD

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## 1.5 Dates applicable to Business Administration and Finance (M.B.A. and M.Fin.):

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### 1.5.1 Orientation

Fall Term

TBA (mid-August)

Winter Term (only M.B.A.)

TBA (first week of January)

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### 1.5.2 Start and End Dates

Fall Term

August 21 to December 20, 2019

Winter Term

January 6 to April 30, 2020

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### 1.5.3 Term Breaks

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

Fall Term Break

n/a

Winter Term Break

n/a

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### 1.5.4 Examination and Test Dates

Dates vary through terms

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## 1.6 Dates applicable to Dental Hygiene:

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### 1.6.1 Start and End Dates

#### Year 2

Fall Term Classes

August 19 to November 29, 2019

Winter Term Classes

January 6 to April 3, 2020

#### Year 3

Fall Term Classes

August 12 to November 29, 2019

Fall Term Clinics

TBA to December 6, 2019

Winter Term Classes

January 6 to April 3, 2020

Winter Term Clinics

January 6 to April 9, 2020

---

### 1.6.2 Term Breaks

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

<b>Fall Term Break</b>	n/a
<b>Winter Term Break</b>	March 2 to 6, 2020

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### 1.6.3 Examination and Test Dates

#### Year 2

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	December 2 to 13, 2019
Winter Term	April 6 to 9, 2020

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#### Year 3

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	December 9 to 13, 2019
Winter Term	April 13 to 17, 2020

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<b>1.6.4 Convocation Ceremony – Bannatyne Campus</b>	May 21, 2020
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## 1.7 Dates applicable to Dentistry (including International Dentist Degree Program):

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### 1.7.1 Start and End Dates

<b>DENT 2440 IDDP Orientation</b>	TBA
<b>Years 1 and 2 Classes and Clinics</b>	
Fall Term	August 12 to November 29, 2019
Winter Term	January 6 to May 1, 2020
<b>Year 3/IDDP 1 Classes and Clinics</b>	
Fall Term	August 6 to November 29 (classes) & December 6 (clinics), 2019
Winter Term	January 6 to May 1, 2020
<b>Year 4/IDDP 2 Classes and Clinics</b>	
Fall Term	August 6 to December 6, 2019 (classes & clinics)
Winter Term	January 6 to April 24, 2020

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### 1.7.2 Term Breaks

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

<b>Fall Term Break</b>	n/a
<b>Winter Term Break</b>	March 2 to 6, 2020

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### 1.7.3 Examination and Test Dates

#### Years 1, 2 and 3/IDDP 1

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	December 2 to 13, 2019
Winter Term	May 4 to 15, 2020

#### Year 4/IDDP 2

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)	December 9 to 13, 2019
Winter Term	January 13 to 17, 2020

### 1.7.4 Convocation Ceremony – Bannatyne Campus

May 21, 2020

## 1.8 Dates applicable to Education (B.Ed. only):

*Note: Unless registered in a B.Ed. course, PBDE students follow the dates listed in Section 1.2: Dates applicable to most U of M students.*

### 1.8.1 Orientation

Year 1	September 3, 2019
Year 2/Integrated 5	Tentative September 11/12, 2019

### 1.8.2 Start and End Dates

*Note: Practicum dates may vary by practicum placement.*

#### Fall Term

Practicum Block Year 1	September 4 to 6, 2019
Practicum Block Year 2	September 3 to 6, 2019
Practicum Mondays	September 9, 16, 23 & 30; October 7 & 28; November 4, 2019
Day Classes	September 10 to November 8, 2019
Practicum Block	November 18 to December 17, 2019

#### Winter Term

Program Day	January 27, 2020
Day Classes	January 7 to March 13, 2020
Practicum Mondays	January 6, 13, & 20; February 3, 10, & 24; March 2 & 9, 2020
Practicum Block	March 16 to 27; April 6 to 24, 2020

### 1.8.3 Term Breaks

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

<b>Fall Term Break</b> <i>Note: Dates may vary by practicum placement.</i>	see section 1.2.5
<b>Winter Term Break</b>	see section 1.2.5
<b>Winter Practicum Break</b> <i>Note: Dates may vary by school division and/or practicum placement.</i>	March 30 to April 3, 2020

### 1.8.4 Examination and Test Dates

<b>Fall Term</b> (as required)	November 9, 2019
<b>Winter Term</b> (as required)	March 14, 2020



## 1.9 Dates applicable to Medicine (excludes Family Social Sciences and Interdisciplinary Health Programs):

**Note:** Family Social Sciences and Interdisciplinary Health Programs students follow the dates listed in Section 1.2: Dates applicable to most U of M students.

### 1.9.1 Orientation

Year 1	August 20 to 23, 2019
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### 1.9.2 Start and End Dates

#### Year 1

Fall Term	August 20 to December 20, 2019
Winter Term	January 6 to May 29, 2020

#### Year 2

Fall Term	August 26 to December 20, 2019
Winter Term	January 6 to May 29, 2020

#### Year 3

Fall Term	August 26 to December 20, 2019
Winter Term	January 6 to May 31, 2020

#### Year 4

Fall Term	August 19 to December 20, 2019
Winter Term	January 6 to May 8, 2020

#### B.Sc. (Med)

June to August, 2020?  
(subject to change)

### 1.9.3 Term Breaks

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

#### Year 1 & 2

Fall Term Break	n/a
Winter Term Break	March 16 to 20, 2020

#### Year 3 & 4 Fall & Winter Term Break

n/a

### 1.9.4 Examination and Test Dates

#### Year 1 & 2

n/a

#### Year 3

Fall Term	November 8 & December 20, 2019
Winter Term	February 14, March 27, May 8, 2020

#### Year 4

Fall Term	September 27, 2019
Winter Term	n/a

### 1.9.5 Convocation – Bannatyne Campus

May 21, 2020

2019-2020 Academic Schedule

Revised October 4, 2018

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## 1.10 Dates applicable to Nursing:

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### 1.10.1 Orientation

Year 2 Students admitted for Fall Term	August 28 & 29, 2019
Year 2 Students admitted for Winter Term	December 18 & 19, 2019

---

### 1.10.2 Start and End Dates

Year 2 Fall Term Classes	September 3 to December 7, 2019
Year 3 & 4 Fall Term Classes	Dates vary, see class schedule
Winter Term Classes	January 3 to April 7, 2020
Year 3 & 4 Winter Terms Classes	Dates vary, see class schedule

#### Nursing Practice

Fall Term Nursing Practice 1to 6	Dates vary, see class schedule
Winter Term Nursing Practice 1to 6	Dates vary, see class schedule

#### Year 4 NURS 4580 Senior Practicum

Winter Term	January 6 to April 7, 2020
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<b>1.10.3 Examination and Test Dates</b>	Dates vary, see class schedule
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## 1.11 Dates applicable to Occupational Therapy:

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<b>1.11.1 Year 1 Orientation</b>	August 22 & 23, 2019
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### 1.11.2 Start and End Dates

#### Year 1

Fall Term Classes	August 26 to November 15, 2019
Basic Fieldwork	November 18 to December 13, 2019
Winter Term Classes	January 6 to May 1, 2020
Intermediate Fieldwork 1	May 4 to June 26, 2020

#### Year 2

Fall Term Classes	August 26 to December 13, 2019
Intermediate Fieldwork 2	January 6 to February 28, 2020
Winter Term Classes	March 9 to June 19, 2020
Advanced Fieldwork	<i>flexible start and end dates between</i> June 22 to September 11, 2020

---

### 1.11.3 Term Breaks

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

<b>Fall Term Break</b>	n/a
<b>Winter Term Break</b>	March 2 to 6, 2020

*\*Note: Some students may need to complete fieldwork during the mid-term break depending on availability of fieldwork sites.*

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<b>1.11.4 Convocation – Bannatyne Campus</b>	TBD
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## 1.12 Dates applicable to Pharmacy:

### 1.12.1 Start and End Dates

#### Year 1

Fall Term Classes	August 26 to December 6, 2019
Winter Term Classes	January 2 to April 7, 2020

#### Year 2

Fall Term Classes	n/a
Winter Term Classes	n/a
SPEP 2	n/a

#### Year 3

Fall Term Classes	September 3 to December 6, 2019
Winter Term Classes	January 2 to March 25, 2020
SPEP 3	April 6 to May 1, 2020

#### Year 4

Fall Term Classes	September 3 to October 28, 2019
SPEP 4 – Block 1	November 4 to December 13, 2019
Electives – Block 1	November 4 to December 20, 2019
Winter Term Classes	n/a
SPEP 4 – Block 2	January 6 to February 14, 2020
Electives – Block 2	January 6 to February 21, 2020
SPEP 4 – Block 3	February 24 to April 3, 2020
Electives – Block 3	February 24 to April 9, 2020

### 1.12.2 Term Breaks

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

Year 1 and 3	see section 1.2.5
--------------	-------------------

Year 4	n/a
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### 1.12.3 Examination and Test Dates

Year 1	see section 1.2.6
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#### Year 2

Fall Term Exams	n/a
Winter Term Exams	n/a

#### Year 3

Fall Term Exams	see section 1.2.6
Winter Term Exams	March 27 to April 3, 2020

#### Year 4

Fall Term Exams	October 30 to November 1, 2019
Winter Term Exams	n/a

**1.12.4 Convocation – Bannatyne Campus**

May 21, 2020

**1.13 Dates applicable to Physical Therapy:****1.13.1 Orientation**

n/a

**1.13.2 Start and End Dates****Fall Term**

MPT1 Classes

August 7 to December 20, 2019

MPT2 Classes

August 7 to October 11, 2019

MPT2 Fall Term Placement

1x5 week placement between  
October 14 to December 20, 2019**Winter Term**

MPT1 &amp; MPT2 Classes

January 2 to March 27, 2020

MPT1 &amp; MPT2 Winter Term Placements

2x6 week placements between  
April 6 to August 7, 2020**1.13.3 Term Breaks***The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.***Fall Term Break**

n/a

**Winter Term Break**

March 30 to April 3, 2020

**1.13.3 Convocation – Bannatyne Campus**

TBD

**1.14 Dates applicable to Physician Assistant Studies****1.14.1 Orientation**

Year 1

August 26 to September 4, 2019

Clinical Year 2 Orientation

August 17 to 21, 2019

**1.14.2 Start and End Dates****Fall Term**

September 5 to December 6, 2019

**Winter Term**

January 6 to April 3, 2019

**Clinical Year 2 Rotations**August 22, 2019 to December 2019;  
January 3 to August 28, 2020**1.14.3 Term Breaks****Fall Term Break**

n/a

**Winter Term Break**

See section 1.2.5

**1.14.4 Examination and Test Dates****Fall Term**

December 9 to 13, 2019

**Winter Term**

April 6 to 13, 2019

**1.14.5 Convocation****TBA****1.15 Dates applicable to Respiratory Therapy:****1.15.1 Orientation**

<b>Year 1</b>	August 29 & 30, 2019
<b>Year 3</b>	August 14, 2019

**1.15.2 Start and End Dates**

<b>Year 1</b>		
	Fall Term	September 3 to December 20, 2019
	Winter Term	January 6 to May 22, 2020
<b>Year 2</b>		
	Fall Term	September 3 to December 20, 2019
	Winter Term	January 6 to June 26, 2020
<b>Year 3</b>		
	Fall Term	August 19 to December 13, 2019
	Winter Term	January 2 to May 15, 2020

**1.15.3 Term Breaks**

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

<b>Fall Term Break</b>	n/a
<b>Winter Term Break</b>	see section 1.2.5

**1.15.4 Convocation – Bannatyne Campus****TBD****1.16 Dates applicable to Social Work:****1.16.1 Orientation**

Fort Garry, Inner City Field Instruction Orientation	September 3, 2019
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**1.16.2 Start and End Dates****Field Instruction\***

Fall Term	September 3 to December 13, 2019
Winter Term	January 6 to April 17, 2020

*\*Note: Some students may need to complete fieldwork during the fall and/or winter term breaks.*

**Section 2: Dates for Summer Term****Pending Review**



UNIVERSITY  
OF MANITOBA

Extended Education

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## Memo

To: University Secretary

From: Gary Hepburn, Dean, Extended Education

Date: October 31, 2018

Re: Certificate in Business Analysis

---

I am pleased to advise that Extended Education's Council approved a proposal for a new program, the Certificate in Business Analysis, on October 25, 2018.

Please find the approved proposal attached, which is being submitted for review and approval by Senate at an upcoming meeting.

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



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## Extended Education

# Proposal for a Certificate in Business Analysis

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Last Modified: 2018-11-14

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## Executive Summary: Program Proposal Submitted to Senate for Concurrence without Debate

**Proposed name:** Certificate in Business Analysis

**Proposal submitted by:** Office of the Dean, Extended Education

**Purpose of program:** The program will provide a high-level, multifaceted introduction to the growing field of business analysis (BA). Ultimately, the program will prepare students for BA employment and career advancement by providing a foundation to support pursuit of future certifications from professional organizations.

**Objectives:** The program will ensure that students are: trained in well-established and innovative BA methodologies, techniques, and tools; knowledgeable of BABOK (Business Analysis Body of Knowledge) content; and capable with respect to required BA soft skills.

**Program Overview:** See table below.

**Number of contact hours:** Core: 198 hrs / Elective: 90 hrs

**Number of core courses:** 9

**Program Code:** BUAN

Core Courses		Elective Courses	
Course Name	Contact Hrs.	Course Name	Contact Hrs.
BUAN 0100: Business Analysis Fundamentals	36	BUAN 0180: Business Process Modeling & Improvement	18
BUAN 0110: Planning & Monitoring	18	BUAN 0190: Systems Design & Testing	18
BUAN 0120: Elicitation & Collaboration	18	BUAN 0910: Special Topics: Business Analysis IT	18
BUAN 0130: Requirements Life Cycle Management	18	BUAN 0920: Special Topics: Indigenous Business Perspectives & Practices	18
BUAN 0140: Strategy & Enterprise Analysis	18	MGMT 0150: Project Management	36
BUAN 0150: Solution Assessment & Validation	18	MGMT 0122: The Practice of Change Management	24

BUAN 0160: Agile Business Analysis	18	MGMT 0110: Organizational Behaviour	36
MGMT 0520: Excellence in Communication	36	MGMT 0130: Canadian Business Law	36
BUAN 0170: Business Case Development Project	18	LDRS 0530: Leading Organizational Change	36
		LDRS 0510: Learning for Leaders in the 21st Century	36
<b>Total Required Contact Hrs.</b>	<b>198</b>	<b>Total Elective Contact Hrs. (min)</b>	<b>90</b>
		<b>Total Contact Hrs.</b>	<b>288 (min)</b>

**Program completion:** Minimum: 1 year / Maximum: 5 years

**Will at least 50% of instructional contact hours be delivered by the University of Manitoba?** Yes.

**Have Libraries been consulted?** Yes, see Appendix 2.

**Summary of participants and constituents consulted:** During April and May of 2018, consultations were conducted with Winnipeg-based industry professionals, international student recruitment representatives, newcomer settlement agencies, and Manitoba Education and Training. In July of 2018, an in-depth consultation was conducted with a Winnipeg-based business analyst connected to the International Institute of Business Analysis (IIBA). From June to August of 2018, consultations were conducted with Canadian Indigenous business scholars and leaders.

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

**Date of Extended Education Council approval:** 2018-10-25

# 1. Program Description

## 1.1 Title

Certificate in Business Analysis

## 1.2 Rationale

The credential will be awarded at the certificate level, as the 288 contact hour program length falls within the parameters of the certificate taxonomy of the University of Manitoba (180 - 400 contact hours of non-degree courses).

## 1.3 Status

The Certificate in Business Analysis is a new program being proposed to the University of Manitoba.

## 1.4 Purpose

The program will provide a high-level, multifaceted introduction to the growing field of business analysis (BA). It will ensure that students are: trained in well-established and innovative BA methodologies, techniques, and tools; knowledgeable of BABOK (Business Analysis Body of Knowledge) content; and capable with respect to required BA soft skills including communication. Ultimately, the program will prepare students for BA employment and career advancement by providing a foundation to support pursuit of future certifications from professional organizations.

## 1.5 Area/Unit and Partners

Business Analysis will be developed by Extended Education's Program Development and Assessment (PDA) area for delivery by International Programs (IP) and Continuing and Professional Studies (CaPS).

## 1.6 Program Duration

The program is intended to be ongoing, provided there is a continued market demand and enrolment levels that justify its continuation.

## 1.7 Alignment with Strategic Direction

### 1.7.1 University of Manitoba (UM) Strategic Plan 2015 – 2020

This programming opportunity aligns with the following strategic priorities:

- inspiring minds through innovative and quality teaching;
- creating pathways to Indigenous achievement; and,
- forging connections to foster high impact community engagement.

To summarize the nature of these alignments, the proposed program:

- addresses innovative and emerging topics in business analysis, as identified through consultations with industry professionals;
- employs cutting-edge teaching and learning technologies and resources;
- provides students with applied learning opportunities;
- engages with the needs of diverse communities, including international and newcomer communities; and,
- incorporates Indigenous knowledge and perspectives.

### **1.7.2. Creating Pathways to Indigenous Achievement**

Canadian Indigenous business scholars and leaders have been consulted as part of the program development process. In response to their feedback and recommendations, the proposed program will:

- intersperse Indigenous content throughout core and elective courses where appropriate (drawing upon Indigenous expertise during the program design and production phase); and,
- offer a special topics course regarding Indigenous business perspectives, which may become a permanent offering in the future.

## **2. NeedsAssessment**

### **2.1 Need**

In 2017, Extended Education began investigating the possibility of developing a project management (PM) program. However, market research revealed intense competition and considerable overlap between pre-existing programs. Research also showed that employment pathways for PM graduates were somewhat challenging as over half of new PM positions are located within highly regulated engineering or construction fields that require additional certifications. In light of these findings, business analysis emerged as a related but preferable programming area. BA is a growing industry in which there is considerable diversity in terms of opportunities for early-career advancement, and there are many entry-level employment opportunities. Moreover, consultations with industry professionals have revealed considerable enthusiasm for a UM program.

### **2.2 Audience Characteristics**

There are two main components of the target audience: international and domestic students.

International student recruitment representatives have expressed interest in business analysis as a field of study which is anticipated to be valuable to clients with relevant professional experience, and there are opportunities for collaboration with these representatives in terms of international marketing and recruitment. Indeed, the number of international students studying in Manitoba has been steadily

increasing, and this group now comprises about 20% of UM’s total student body, which supports the assertion that the University is an attractive option for international students.

Domestic students for this program include individuals who wish to augment preexisting credentials and/or pursue a career change. Such individuals may already be employed, but looking for new challenges within their workplace – potentially with the support of professional development funds. Additionally, newcomers to Canada may also find a certificate in business analysis appealing, as they work towards obtaining credentials that will facilitate relatively fast entry into the Canadian workforce.

## 2.3 Process

Market analysis was conducted via iterative rounds of desk research and consultation.

Desk research was carried out to explore the competitive and collaborative landscape, including local job prospects; partially characterize target audiences; review the BA field and industry trends; identify relevant professional designations; and conduct program benchmarking.

Consultation was carried out at several stages of the program’s development. During April and May of 2018, consultations were conducted with Winnipeg-based industry professionals, international student recruitment representatives, newcomer settlement agencies, and Manitoba Education and Training. These consultations helped to evaluate target audience demand; craft the program concept; elaborate and sharpen program themes; and determine the potential for relationships with the IIBA and PMI. In July of 2018, an in-depth consultation was conducted with a Winnipeg-based business analyst connected to IIBA. This in-depth consultation helped to flesh out the program’s curriculum, by offering additional insight from the field to apply towards the program structure and courses themselves. Additionally, from June to August of 2018, consultations were conducted with Canadian Indigenous business scholars and leaders, as described above in section 1.7.2.

## 2.4 Benchmarking

Locally, Red River College offers a part-time BA certificate, and the University of Winnipeg offers a part-time BSA diploma.

Institution	Red River College	University of Winnipeg
Credential	Business Analyst Certificate	Business Systems Analyst Diploma
Admission Requirements	Grade 12 including credit in Grade 12 Math.	Grade 12 90 hours of coursework at a recognized post-secondary institution with minimum GPA of 2.5.
Delivery	Online / Classroom	Classroom / blended
Length	364 H; 8 courses	424 H (12 courses) + Professional Edge Seminars 35H

<b>Tuition</b>	CAD 505-615 per course (not less than CAD 4600 in total)	CAD 7500
<b>Comment</b>	Alignment with competencies in BABOK V.2 IIBA-Endorsed Education Provider	Some course content is aligned with BABOK

Elsewhere in Canada, several universities and colleges offer BA programs of varying lengths and delivery modes. See below for examples.

<b>Institution</b>	<b>Credential</b>	<b>Length</b>	<b># of courses</b>	<b>Delivery</b>	<b>Tuition<sup>1</sup></b>
<b>University of Calgary</b>	Certificate in Business Analysis	240 H	8 courses	In class, Online, Blended	CAD 775-995 per course
<b>UBC Sauder</b>	Business Analysis Certificate	288 H	7 courses	Online	CAD 8155
<b>University Of Alberta</b>	Business Analysis Professional Citation	105H	6 Courses	Blended	CAD 695-895 per course
<b>University of Toronto</b>	Business Analysis Certificate	approx. 108H	3 courses	In-class, online, hybrid	CAD 2300
<b>MacEwan University</b>	Business Analysis Professional Development Certificate and a Professional Communication Certificate of Attendance	12 month Full-time	17 courses	Classroom	CAD 17,000
<b>Seneca College</b>	Business Analysis Certificate	approx. 250 H	7 courses	Online, some available through in-class	CAD 305-528 per course

### 3. Design and Delivery

#### 3.1 Structure

##### Objectives

The overall programming goals of the proposed Certificate in Business Analysis ensure that students are:

---

<sup>1</sup> Please note that the amount is approximate and does not include program fee, or/and materials.

- trained in well-established and innovative BA methodologies, techniques, and tools;
- knowledgeable of IIBA BABOK content; and,
- capable with respect to required BA soft skills.

Ultimately, the program will prepare students for BA employment and career advancement by providing a foundation to support pursuit of future certifications from professional organizations.

## Structure

Core Courses		Elective Courses	
Course Name	Contact Hrs.	Course Name	Contact Hrs.
BUAN 0100: Business Analysis Fundamentals <sup>2</sup>	36	BUAN 0180: Business Process Modeling & Improvement	18
BUAN 0110: Planning & Monitoring	18	BUAN 0190: Systems Design & Testing	18
BUAN 0120: Elicitation & Collaboration	18	BUAN 0910: Special Topics: Business Analysis IT	18
BUAN 0130: Requirements Life Cycle Management	18	BUAN 0920: Special Topics: Indigenous Business Perspectives & Practices	18
BUAN 0140: Strategy & Enterprise Analysis	18	MGMT 0150: Project Management	36
BUAN 0150: Solution Assessment & Validation	18	MGMT 0122: The Practice of Change Management	24
BUAN 0160: Agile Business Analysis	18	MGMT 0110 Organizational Behaviour	36
MGMT 0520: Excellence in Communication	36	MGMT 0130: Canadian Business Law	36
BUAN 0170: Business Case Development Project <sup>3</sup>	18	LDRS 0530: Leading Organizational Change	36

<sup>2</sup> Business Analysis Fundamentals is a prerequisite for all core courses except MGMT 0520: Excellence in Communication.

<sup>3</sup> Business Case Development Project is a capstone course for which all other core courses are prerequisites.



		LDRS 0510: Learning for Leaders in the 21st Century	36
<b>Total Required Contact Hrs.</b>	<b>198</b>	<b>Total Elective Contact Hrs. (min)</b>	<b>90</b>
		<b>Total Contact Hrs.</b>	<b>288 (min)</b>

**See Appendix 1 for course descriptions and learning outcomes.**

### **3.2 Frequency of Course Offerings**

The program's course delivery schedules will be determined in a manner that will ensure that the Division meets the necessary obligation to students enrolled in the program to meet progression completion times.

### **3.3 Completion Times**

This program will take a minimum of 12 months to complete on a full-time basis. Students will have up to five years from the initial start date (first date of enrolment) to complete the program.

### **3.4 Laddering Opportunities**

No laddering opportunities have been identified in advance, but options may be considered in the future.

### **3.5 Delivery Format and Location**

This program may 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 be used to support a technology infused classroom-based delivery or blended delivery. The development of the courses in online mode will serve to strengthen other modes of delivery. Decisions regarding actual 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 take into account academic and business considerations.

The relative efficacy of the various delivery modes (and, where relevant, face-to-face delivery locations) will be monitored to ensure that they produce comparable accessibility and acceptable academic outcomes.

## 4. Admission Criteria

### 4.1 Eligibility

Applicants must meet the requirements for entry into the University of Manitoba. An International English Language Testing System, IELTS (academic), score of at least 6.5 is required of applicants who have not received a high school diploma or university degree from Canada or one of the countries listed on the University of Manitoba's English Language Test Exemption List. For more information, refer to the University of Manitoba's English language requirements.

### 4.2 Transfer Credit Arrangements

There have not been any transfer credit arrangements identified in advance; however, requests will be reviewed on a case-by-case basis.

## 5. Student Evaluation

### 5.1 Student Assessment

Final grades in most courses are expressed as letters, ranging from F to A+. Each letter grade has an assigned numerical value, which is used to calculate grade point averages. While a D is considered a passing grade, students seeking the credential must achieve a minimum grade of C in all core courses and in the minimum number of elective courses to meet the program completion requirements. Students who do not achieve a grade of C may retake the course in a subsequent offering of the course.

### 5.2 Grading Scale

Letter Grade	Explanation	Grade Point
A+	Exceptional	4.5
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Satisfactory	2.5
C	Adequate	2.0
D	Marginal	1.0
F	Failure	0.0

## **6. Resources**

### **6.1 Teaching Personnel**

All instructors will have a relevant combination of education and expertise, and as much as possible, will bring diverse perspectives in their content area.

### **6.2 Training**

The Division is the primary provider for program orientation and professional development for instructors. Additional learning (UM Learn and other courses, workshops, and seminars) may also be available to instructors through the UM Centre for the Advancement of Teaching and Learning (The Centre).

### **6.3 Library Resources**

A Letter of Support from library resources can be found in Appendix 2.

### **6.4 Instructional Media**

Instructors and students will require access to UM Learn and its support network. The need for additional online resources (e.g., Adobe Connect or others), may be required and will be determined in the course development process.

### **6.5 Laboratory/Field Placement**

N/A

### **6.6 Counselling and Advising**

The program does not require unique counselling and student advisory services, outside of the normal resources provided by Extended Education to the target student populations and for the specific program.

### **6.7 Additional Resources**

The program does not require additional or unique resources to support the program.

## 7. Ongoing Management and Evaluation

### 7.1 Consultation

A broad range of consultation informed the development of the program, as described in section 2.3. Additional consultation with industry experts and Indigenous business scholars or leaders will take place during the design and production of the program's courses.

Should there be a need for additional consultation, an advisory committee of external and internal constituents will be established.

### 7.2 Program Review and Evaluation

#### 7.2.1. Program Review (Academic and Content Review)

The program will be reviewed on a regular basis as recommended by the Division's Program Review Committee (PRC). The longest cycle of duration without review would normally be 5 years.

#### 7.2.2. Program Evaluation (Operational Durability)

The program will be evaluated by the delivery Area on a regular basis with some sample performance indicators, including enrolment rate, graduation rate, graduate and student satisfaction, and overall sustainability.

### 7.3 Instructor and Course Evaluation

Participants will be surveyed following the completion of each course.

The University's Students' Evaluation of Educational Quality (SEEQ) will be used for all program components.

## 8. Operation Support

### 8.1. Financial Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>REVENUE</b>					
<b>Total Annual Revenue</b>					
Application Fees	98,500	94,500	102,750	98,050	105,000
Tuition and Program Fees (domestic and international)	1,892,650	1,975,031	2,119,880	2,209,126	2,358,267
<b>TOTAL REVENUE</b>	<b>1,991,150</b>	<b>2,069,531</b>	<b>2,222,630</b>	<b>2,307,176</b>	<b>2,463,267</b>
<b>EXPENSES</b>					
<b>Direct Delivery</b>					
Delivery Area Salaries	276,700	276,700	275,600	275,600	275,600
Instructional salaries and wages	341,991	508,833	527,553	515,455	530,712
Miscellaneous Delivery Expenses	205,177	215,697	225,372	235,530	246,196
<b>Total Direct Expenses</b>	<b>823,868</b>	<b>1,001,230</b>	<b>1,028,525</b>	<b>1,026,585</b>	<b>1,052,508</b>
<b>Indirect Delivery and Dean's Office</b>					
Delivery Area Non-Salary Expenses	41,193	50,062	51,426	51,329	52,625
Marketing Expenses	9,000	10,307	10,307	10,307	10,307
Division Overhead (20%)	164,774	200,246	205,705	205,317	210,502
<b>Indirect Program Development and Assessment</b>					
PDA Salaries	92,428	18,783	19,206	206	206
PDA Non-Salary Expenses	2,616	-	-	-	-
ICA Expenses	76,400	10,720	10,720	-	-
<b>Total Indirect Expenses</b>	<b>386,411</b>	<b>290,117</b>	<b>297,364</b>	<b>267,159</b>	<b>273,640</b>
<b>TOTAL EXPENSES</b>	<b>1,210,279</b>	<b>1,291,348</b>	<b>1,325,889</b>	<b>1,293,744</b>	<b>1,326,148</b>
<b>NET REVENUE</b>	<b>780,871</b>	<b>778,184</b>	<b>896,742</b>	<b>1,013,432</b>	<b>1,137,119</b>

### 8.2. Marketing Plan

#### 8.2.1.Strategy

Marketing efforts will focus on both international student recruitment representatives and newcomer agencies, and also on the respective associations whose membership would be most directly connected to the advancement of the profession of business analysis.

The activities aimed at the educational agencies will highlight the business analysis program as one that has been developed in response to a positive national outlook of good job prospects in business analysis. Promotional efforts will be aimed at individual agencies and their roster of agents to ensure that the program can be featured in their recruiting efforts. Manitoba Start and the Manitoba Association of Newcomer Serving Organizations (MANSO) are the types of organizations that can provide support, endorsement, and promotion of this program to their clients.

Marketing efforts will also seek to establish, foster, and leverage partnership agreements with relevant business analysis and project management organizations. We would rely on utilizing the promotional channels and emerging relationships with these respective associations to distribute promotional messages and position our business analysis program. The list of associations includes the International Institute of Business Analysis (IIBA), the Project Management Institute of Manitoba (PMI), the Association of Change Management Professionals (ACMP), and the Winnipeg Agile Group.

#### 8.2.2. Sample Tactics and Timing

Activity	Proposed Timeline
Distribute informational posters and print handouts – educational agencies and settlement associations	9 months prior to start of the program
Email introduction of the program and program highlights	9 months prior to the start of the program
Initiate implementation of sponsorship/partnership agreements with associations connected to the careers in business analysis	Negotiated and confirmed in Fall 2018; renewable on an annual basis

## Appendix 1 – Program Structure

### Core Courses

<b>BUAN 0100: Business Analysis Fundamentals</b> 36 contact hours	
<b>Description</b>	<p>This course examines the professional roles and responsibilities of business analysts; provides an overview of the Business Analysis Body of Knowledge (BABOK); and introduces Business Analysis (BA) concepts, methodologies, techniques, and tools. After outlining BA's historical and contemporary contexts, the course considers emerging trends and technologies that are shaping the field's future. Also explored are fundamental skills and competencies required to carry out BA tasks.</p> <p>Business Analysis Fundamentals is a prerequisite for all other core courses except MGMT 0520: Excellence in Communication.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• identify general principles, key concepts, and best practices of business analysis;</li> <li>• analyze the six knowledge areas covered in BABOK;</li> <li>• identify the roles and responsibilities of BAs;</li> <li>• apply methods, techniques, and tools used by BAs;</li> <li>• define business needs and recommend business solutions; and,</li> <li>• create a roadmap for BA activities and outcomes.</li> </ul>
<b>BUAN 0110: Planning &amp; Monitoring</b> 18 contact hours	
<b>Description</b>	<p>This course focuses on Business Analysis (BA) practices associated with planning and monitoring. It will define stakeholder roles and responsibilities, as well as how to effectively communicate with stakeholders. In addition to covering how to develop budgets and financial analyses, the course examines broader strategies of resource allocation. Further topics include determining necessary deliverables; how to approach, trace, and prioritize requirements; and adopting metrics for monitoring and assessment.</p> <p>Prerequisite: Business Analysis Fundamentals</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• identify a business analysis approach to project planning;</li> <li>• describe BA tools for stakeholder analysis;</li> <li>• create a stakeholder communication plan;</li> <li>• develop a strategy for resource allocation that includes financial planning and analysis;</li> <li>• create a BA requirements management plan; and,</li> <li>• identify assessment metrics for BA monitoring.</li> </ul>

<b>BUAN 0120: Elicitation &amp; Collaboration</b> 18 contact hours	
<b>Description</b>	<p>This course addresses tasks that business analysts will perform to obtain information from and manage collaborations with stakeholders. It explores a variety of techniques for performing elicitation and collaboration activities. It also examines ways of overcoming challenges when applying these techniques in real world business situations. Methods for testing and confirming elicitation results are also addressed.</p> <p>Prerequisite: Business Analysis Fundamentals</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• define the scope of BA elicitation activity;</li> <li>• determine the supporting materials and resources required for elicitation and collaboration;</li> <li>• select tools and techniques that will strengthen their elicitation and collaboration efforts;</li> <li>• develop a framework for improved stakeholder collaboration;</li> <li>• contrast planned and unplanned elicitation and collaboration approaches; and,</li> <li>• apply best practices in managing and maintaining stakeholder engagement and commitment</li> </ul>
<b>BUAN 0130: Requirements Life Cycle Management</b> 18 contact hours	
<b>Description</b>	<p>A fundamental purpose of requirements life cycle management is to ensure that business, stakeholder, and solution requirements remain productively aligned. This course explores how requirements emerge and interact, and how requirements can be effectively managed throughout their life cycle. The course also examines how solution requirements and designs are impacted by factors such as changing priorities, market fluctuations, and new information.</p> <p>Prerequisite: Business Analysis Fundamentals</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• identify requirements from inception to retirement;</li> <li>• analyze the ways in which requirements change over time;</li> <li>• demonstrate appropriate communication required for approval of requirements and designs; and,</li> <li>• apply tools and processes required for managing requirements through their lifecycle.</li> </ul>



## BUAN 0140: Strategy & Enterprise Analysis

18 contact hours

<b>Description</b>	<p>Strategy analysis is often the starting point for initiating a new project, and it involves determining the most effective ways of mobilizing the resources and capabilities of an enterprise to reach a desired set of goals and objectives. This course explores the components of strategy and enterprise analysis, as well as associated techniques and tasks. The course also examines ways of: employing strategy and enterprise analysis to identify problems and locate solutions; advancing from a current state towards a future state; bringing higher and lower level strategies and tactics into alignment; and responding to new information and unanticipated factors.</p> <p>Prerequisite: Business Analysis Fundamentals</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"><li>• identify components, techniques, and tasks of strategy and enterprise analysis;</li><li>• define and analyze an enterprise's current state and future state;</li><li>• plan to collaborate with stakeholders to determine a need of strategic and/or tactical importance;</li><li>• develop a change strategy for an enterprise;</li><li>• align a change strategy with higher and lower-level strategies; and,</li><li>• assess and manage risks to an enterprise that are associated with a change strategy.</li></ul>

## BUAN 0150: Solution Assessment & Validation

18 contact hours

<b>Description</b>	<p>Solution evaluation involves assessing the performance and value of a solution in use by an enterprise, and seeking the removal of barriers or constraints that prevent the full realization of a solution's value. This course explores how to measure the performance of a solution and recommend concrete actions to increase its value, or look for an alternative solution if necessary. Processes of business analysis validation, both generally and in relation to solution evaluation, are also examined.</p> <p>Prerequisite: Business Analysis Fundamentals</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"><li>• recommend solutions that address business needs;</li><li>• measure and analyze a solution's performance, including its effectiveness and ability to deliver the expected value to stakeholders;</li><li>• identify guidelines and techniques for recommending actions to increase the value of a solution;</li><li>• develop a concrete plan to increase the performance and value of a solution;</li><li>• determine when a solution must be replaced; and,</li><li>• apply best practices in business analysis and solution validation.</li></ul>

## **BUAN 0160: Agile Business Analysis**

18 contact hours

<b>Description</b>	<p>Organizations are increasingly realizing the benefits of Agile as a flexible, collaborative, and adaptive methodology. This course will explore Agile's emergence in 2001, how the methodology has evolved over time, and the increasing use of Agile by business analysts today. Examples of additional topics include the use of Agile to: identify and describe requirements and acceptance criteria; model desired product features and functions; and work collaboratively across organizations and teams.</p> <p>Prerequisite: Business Analysis Fundamentals</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"><li>• explore the guiding principles and 2001 manifesto of the Agile approach;</li><li>• apply the Agile approach to managing and prioritizing requirements;</li><li>• contrast Agile and Waterfall methodologies;</li><li>• describe the mechanisms for facilitation and support within an Agile project; and,</li><li>• demonstrate Agile project planning, estimation, testing and execution.</li></ul>

## **MGMT 0520: Excellence in Communication**

36 contact hours

<b>Description</b>	<p>This course provides an understanding of the dynamics and impact of communications within a business context, including the subtleties of working in a culturally diverse environment. By successfully completing this course, students will become familiar with key strategies in effectively applying a wide range of organizational communication strategies and styles. Communication plays an essential role in successfully resolving conflict and managing crisis situations. Students will expand their leadership potential by understanding how to listen and transmit messages effectively to enact and inspire organizational change.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"><li>• analyze successful business communication skills for work in a global business world;</li><li>• write clear, concise, and organized written communication that meets professional standards;</li><li>• prepare an effective business report;</li><li>• create persuasive and informative presentations for business;</li><li>• use effective communication strategies to resolve conflict and manage crisis situations;</li><li>• analyze the components of communication and listening skills in leading teams;</li><li>• determine the sources of miscommunication in writing;</li><li>• evaluate gender and cultural differences in communication style as sources of conflict; and,</li><li>• explore verbal and nonverbal strategies for creating a supportive communication environment.</li></ul>

<b>BUAN 0170: Business Case Development Project</b> 18 contact hours	
<b>Description</b>	<p>This capstone course entails the application of knowledge and skills developed in preceding courses. Students analyze business problems, develop effective recommendations and solutions, and package and present them in the form of a business case.</p> <p>Prerequisites: Business Analysis Fundamentals; Planning &amp; Monitoring; Elicitation &amp; Collaboration; Requirements Life Cycle Management; Strategy &amp; Enterprise Analysis; Solution Assessment &amp; Validation; Agile Business Analysis; and MGMT 0520: Excellence in Communication.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• identify and describe a needs assessment;</li> <li>• identify solutions and alternatives;</li> <li>• determine various elements required for a compelling business case, such as scope, assumptions, risks, constraints, and financial analysis;</li> <li>• perform gap analysis; and,</li> <li>• develop a complete business case and present as a final project.</li> </ul>

## Elective Courses

<b>BUAN 0180: Business Process Modelling &amp; Improvement</b> 18 contact hours	
<b>Description</b>	<p>This practical, hands-on course provides the knowledge required to analyze an organization's operations, identify opportunities for greater improvement, and implement processes that will have immediate positive impact, adding value to the organization.</p> <p>Prior completion of Business Analysis Fundamentals is strongly recommended.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• analyse an organization's core processes;</li> <li>• identify activities that add no value;</li> <li>• identify system flaws that result in poor quality;</li> <li>• document processes for knowledge management or BPM initiatives;</li> <li>• interpret customer / supplier relationships and their impact on an organization's systems; and,</li> <li>• create a personal approach to engage business leaders, users and customers in process change efforts.</li> </ul>

<b>BUAN 0190: Systems Design &amp; Testing</b> 18 contact hours	
<b>Description</b>	<p>This IT-focused course examines concepts and tools for designing, analyzing, and testing systems and introduces testing methodologies. The course also addresses: ways of determining the best type of testing for a given purpose; how to conduct testing within best practice parameters; and how to interpret and report testing results effectively. The course also explores modelling techniques used by business analysts and the technological and software contexts in which systems design and testing are situated.</p> <p>Prior completion of Business Analysis Fundamentals is strongly recommended.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• identify core concepts of systems design, analysis, and testing;</li> <li>• apply modelling and design techniques of business analysis in order to provide creative solutions;</li> <li>• analyse various levels of software testing such as black box, white box, regression, static, and dynamic;</li> <li>• apply the tools associated with object-oriented modelling to business problems; and,</li> <li>• create test cases and a test plan.</li> </ul>
<b>MGMT 0150: Project Management</b> 36 contact hours	
<b>Description</b>	<p>This course is designed to equip and empower students to take on projects successfully. The course presents the key principles needed to plan, organize, and execute projects. Students will learn the terminology, tools, and techniques used in project management and understand how to balance the competing project constraints, such as scope, time, cost, and quality, throughout the entire project life cycle. Students will learn the key competencies and skills needed to manage the team, build trust, resolve conflicts, and drive high performance on their projects. This course is a good starting point for those aspiring to become successful project managers within their organizations or for those who want to be able to manage their individual and personal projects using a standardized process that will boost their chances of success. In addition to receiving an overview of key concepts from the Project Management Institute's A Guide to the Project Management Body of Knowledge (PMBOK Guide), this course is designed to build students' confidence and raise their chances of passing the PMP Exam.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• describe the role and qualities of the project manager;</li> <li>• distinguish between projects, programs, and portfolios;</li> <li>• describe alternative project management frameworks and methodologies;</li> <li>• apply principles and techniques of effective project management;</li> <li>• produce project management documentation, including the project charter, work</li> </ul>

	<ul style="list-style-type: none"> <li>breakdown structure, risk plan, and communication plan; and,</li> <li>develop strategies for managing priorities, communication, and cultural diversity in project teams.</li> </ul>
<b>MGMT 0122: The Practice of Change Management</b> 24 contact hours	
<b>Description</b>	<p>This course explores theories of change and the practice of change management. Starting with an overview of change management, students will explore various types of change. The practice of change management includes understanding how individuals respond to change and how to recognize and overcome resistance to change. Students will apply theory to develop a change management plan and communications as they study the essential components of a change management plan. Students will also build a foundation in change management tools, including building a case for change, capturing the vision and objectives of a change, assessing the impact of change, and developing strong communications.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>describe how change management works including typical responsibilities and stages of change management;</li> <li>articulate the interactions between change management, project management, and project and training teams;</li> <li>prepare a change management plan, applying theories of change;</li> <li>conduct an assessment of change impact;</li> <li>create audience-centric communications; and,</li> <li>describe various change management practitioner roles and when to apply them.</li> </ul>
<b>MGMT 0130: Canadian Business Law</b> 36 contact hours	
<b>Description</b>	<p>This course provides an overview of Canadian business law and a basic understanding of general terminology with respect to the nature and origins of law, law of torts and contracts, business regulation, forms of ownership, and recent developments in law relevant to businesses. On successfully completing this course, students will understand the various types of contracts, their use, and special requirements.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>apply the principles of the law of torts to everyday life;</li> <li>evaluate whether a contract is valid and enforceable, and identify the remedies available;</li> <li>apply legislation that affects the market place;</li> <li>distinguish between agents, employees, and independent contractors, and predict whether a person would be an employee or contractor;</li> <li>assess the different means of raising funds;</li> <li>assess the advantages and disadvantages of business organizations: sole proprietorships, corporations, and partnerships;</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the differences between real, personal property, and intellectual property, and their respective titles;</li> <li>• describe the foundation of electronic and internet based commerce; and,</li> <li>• relate e-commerce to the general principles of law studied.</li> </ul>
<b>MGMT 0110 Organizational Behaviour</b> 36 contact hours	
<b>Description</b>	Organizational behaviour is the study of how people behave within the context of a specific organization. Through analysis of organizational structure and systems, ways of optimizing performance can be identified. In this course, students will examine what motivates people to behave the way they do, including what factors influence your own behaviour. By assessing the root causes of employee behaviour, students can improve productivity, engagement, and commitment. This course will include the application of organizational behaviour to shape employee behaviour through feedback, reward systems, and operant conditioning.
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>• assess accurately the root causes of employee behaviour (internal vs. external) and identify ways of appropriately addressing the behaviour;</li> <li>• manage messaging by choosing the best medium for communicating a message and partnering with the appropriate leadership for a specific situation;</li> <li>• use motivational theory to create processes that improve employee productivity, engagement, and commitment;</li> <li>• use feedback, reward systems, and operant conditioning methods to shape employee behaviour;</li> <li>• make ethical decisions that are consistent with standards of practice, due diligence, and integrity to balance the best interest of all stakeholders;</li> <li>• identify ways of managing and reducing conflict to promote a collaborative work environment and achieve the goals of the organization;</li> <li>• identify the different styles of leadership, and describe how situational leadership determines which leadership style is best;</li> <li>• propose ways of managing organizational teams that best meet the needs of the situation;</li> <li>• analyze theoretical models of organizational culture to provide meaningful real-life managerial advantages;</li> <li>• assess organizational structure and systems to identify ways of optimizing organizational performance; and,</li> <li>• evaluate personal biases to understand the factors that influence personal behaviour.</li> </ul>

## LDRS 0530: Leading Organizational Change

36 contact hours

<b>Description</b>	This course explores the theory and practice of leading organizational change within organizations. Students will be exposed to concepts and considerations for leading transformational change in complex organizational systems, ensuring alignment between corporate strategy and change initiatives. Students will analyze and evaluate examples of successful transformational change, comparing similarities and differences between approaches. Students will also examine methodologies to transform highly complex challenges into actionable steps for sustainable change, innovation, and continuous improvement.
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"><li>• describe the theories of change, to apply to the practice of leading organizational change;</li><li>• identify and compare various types of change in an organization and select appropriate models and processes for change;</li><li>• assess the alignment between an organization's vision, strategy and change efforts, from a system's thinking perspective;</li><li>• create a personal plan to be a positive change agent in their lives and organizations, reflecting on the role of a change leader;</li><li>• evaluate how an organization's culture impacts its ability to change;</li><li>• explore methods to anchor new approaches in an organization's culture;</li><li>• critically examine complex organizational issues and create a project charter for sustainable change and improvement; and,</li><li>• create a collection of local resources to support implementation of continuous improvement.</li></ul>

## LDRS 0510: Learning for Leaders in the 21<sup>st</sup> Century

36 contact hours

<b>Description</b>	The chief aim of this course is to encourage students to approach their life, work and leadership from a creative and adaptive, rather than a reactive point of view, build credibility and mutual trust. To achieve this aim, this course will give students the opportunity to develop a series of competencies with related goals and learning outcomes.
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"><li>• assess your abilities to lead in your life and in your relationship with others;</li><li>• apply coaching inquiry techniques as leadership tools to assist with resolving issues and/or capitalizing on leadership opportunities;</li><li>• develop a personal leadership action plan to guide you in your work and life;</li><li>• describe key leadership terms and effective practices;</li><li>• evaluate and practice using feedback as a leadership tool;</li><li>• exploring ethics and the role it plays in developing solutions to ethical dilemmas;</li></ul>

	<ul style="list-style-type: none"> <li>and,</li> <li>collaborate with others to explore leadership issues.</li> </ul>
<b>BUAN 0910: Special Topics: Business Analysis IT</b> 18 contact hours	
<b>Description</b>	<p>This course provides an introduction to the field of information technology (IT), and explores its intersections with business and management professions. The topics addressed will vary according to factors such as current trends and events, instructor expertise, and student need.</p> <p>Topics may include, but will not be restricted to:</p> <ul style="list-style-type: none"> <li>Internet architecture;</li> <li>Network management and network security;</li> <li>Application and web development;</li> <li>Database management;</li> <li>Big data, data analytics, data mining, and data modelling;</li> <li>Predictive analytics and machine learning;</li> <li>Software development and testing;</li> <li>Business intelligence and business productivity tools; and,</li> <li>Cloud computing and the Internet of Things.</li> </ul>
<b>BUAN 0920: Special Topics: Indigenous Business Perspectives &amp; Practices</b> 18 contact hours	
<b>Description</b>	<p>This course explores Indigenous perspectives on business and economic development and the challenges and opportunities of doing business in Indigenous contexts. The topics addressed will vary according to factors, such as current events, instructor expertise, and student need.</p> <p>Topics may include, but will not be restricted to:</p> <ul style="list-style-type: none"> <li>Indigenous conceptualizations of leadership, entrepreneurship, partnership, and other key concepts;</li> <li>the historical and contemporary effects of colonization and the Indian Act;</li> <li>similarities and differences with respect to First Nations, Inuit, and Metis business contexts;</li> <li>Indigenous approaches to social enterprise and community economic development;</li> <li>treaty rights, recent court rulings, and jurisdiction;</li> <li>land tenure, land claims, and resource development;</li> <li>access to capital and business development; and,</li> <li>Indigenous labour markets and social capital.</li> </ul>



## Appendix 2 – Letters of Support: Libraries



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### University of Manitoba Libraries Statement for Curriculum Change

Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0100
<b>Course Name</b>	Business Analysis Fundamentals

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library

*Kristen Kruse*

*W. J. Popowich for M.-J. Romanuk*



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## University of Manitoba Libraries

### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0110
<b>Course Name</b>	Planning & Monitoring

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library

Kristen Kruse

W. J. Romanick for M.-J. Romanick



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## University of Manitoba Libraries

### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0120
<b>Course Name</b>	Elicitation & Collaboration

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library

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Kristen Kruse  
Acting Coordinator, Collections Management

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Mary-Jo Romaniuk  
University Librarian



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## University of Manitoba Libraries

### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0130
<b>Course Name</b>	Requirements Life Cycle Management

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library



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## University of Manitoba Libraries

### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0140
<b>Course Name</b>	Strategy & Enterprise Analysis

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library



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## University of Manitoba Libraries

### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0150
<b>Course Name</b>	Solution Assessment & Validation

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library



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## University of Manitoba Libraries

### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0160
<b>Course Name</b>	Agile Business Analysis

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library



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## University of Manitoba Libraries

### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0170
<b>Course Name</b>	Business Case Development Project

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library

Mary-Jo Romaniuk





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## University of Manitoba Libraries

### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0180
<b>Course Name</b>	Business Process Modeling & Improvement

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library



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### Statement for Curriculum Change

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Libraries

<b>Faculty</b>	Extended Education
<b>Program</b>	Certificate in Business Analysis
<b>Course #</b>	BUAN 0190
<b>Course Name</b>	Systems Design & Testing

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Lyle Ford  
Librarian

Emma Popowich  
Head, Elizabeth Dafoe Library

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Kristen Kruse  
Acting Coordinator, Collections Management

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Mary-Jo Romaniuk  
University Librarian

Statement for Undergraduate Curriculum Change

Libraries

**Faculty** Extended Education

**Course #** BUAN 0910

**Course Name** Special Topics: Business Analysis IT

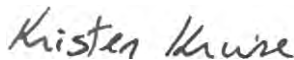
The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Please advise the liaison librarian about any future changes to the special topics discussed in this course so that they have an opportunity to assess the collection's coverage of new topics.

Lyle Ford  
Liasion Librarian


Emma Popowich  
Acting Head, Elizabeth Dafoe Library



Kristen Kruse  
Acting Coordinator, Collections Management



Lisa Hanson O'Hara  
Acting University Librarian



Statement for Undergraduate Curriculum Change

**Faculty** Extended Education

**Course #** BUAN 0920

**Course Name** Special Topics: Indigenous Business Perspectives & Practices

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed curriculum change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Please advise the liaison librarian about any future changes to the special topics discussed in this course so that they have an opportunity to assess the collection's coverage of new topics.

Lyle Ford  
Liasion Librarian

Emma Popowich  
Acting Head, Elizabeth Dafoe Library



Kristen Kruse  
Acting Coordinator, Collections Management



Acting University Librarian



## Appendix 3 – Letter of Support: Information Services and Technology

The University of Manitoba Information Services and Technology

Statement of Support

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Faculty: Extended Education

Program Certificate in Business Analysis

Information Services and Technology can support this new program, as it was described in the documents provided.

It is not expected that this proposed new program will affect Information Services and Technology's ability to continue to provide services such as (whatever services IST provides normally for classroom and student support), nor will it cause unusual or intolerable stress on IST's technical infrastructure or resources

Name: Mario Lebar

Title: Chief Information Officer



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NOV 13/18

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Date

## Appendix 4 – Letters of Support: External

**Michael Einarson**

B. Comm. (Hons), PRINCE2 Practitioner

204-295-4124

Mike.g.einarson@gmail.com

Subject: Letter of Support – Certificate in Business Analysis

August 23, 2018

Dear Senate Committee:

Having reviewed the structure of the Business Analysis certification, I would like to provide this letter expressing my support of the program.

As the Manager of Project Analysis for Manitoba eHealth, and with over 10 years' experience in business analysis, I am very pleased to see a curriculum that covers several areas of the profession. The program structure is comprehensive, and features content that spans introductory-level business analysis activities to senior-level business consulting. The required courses in combination with the electives provide a well-rounded overview of business analysis practices encountered in industry. I am also pleased to see hands-on experience in business process modelling and an emphasis on communications – Two cornerstones of a talented business analyst.

In my experience, many professionals move into business analysis as a second career while remaining in their chosen industry. For example, many healthcare professionals seek a career in business analysis to combine their knowledge of the industry with their desire to contribute to positive changes in their organizations. A certification program like the Certificate in Business Analysis would be an excellent avenue for professionals such as these make the move to business analysis in addition to students just starting in their career paths.

If you require any additional information, please contact me at 204-295-4124

Regards,



Mike Einarson, B. Comm. (Hons)

September 28, 2018

Subject: Letter of Support – Certificate in Business Analysis

Dear Senate Committee:

As an alumni of the University of Manitoba and Red River College's business programs, I am proud to support the proposal of the Certificate in Business Analysis program. My role as the Human Resources Manager for the International Institute for Sustainable Development and previous years working for an Indigenous technology company, ID Fusion Software, have exposed me to recruiting for many varying professional fields. It is my belief that the curriculum for the BA program will help develop professionals even further into their career while providing a niche in the knowledge gap of our education system towards Indigenous practices, business and our history.

For several years I have sat on the board for Manito Ahbee festival, Canada's largest music and pow wow festival held annually in Winnipeg. Through the University of Winnipeg's In.Business program I have mentored Indigenous high school youth to create awareness on post-secondary programs such as this one. My passion for business and learning about and volunteering with Indigenous people started thanks to Asper's IBEP program.

If it were not for the University of Manitoba's Indigenous student programs such as IBEP, I can certainly say my education and career would never have accelerated as quickly as they did. However, what was lacking from my formal education and personal life was an understanding of Indigenous people in Canada, but also in business, history, and laws.

By 2036 one in five people in the prairies will be Indigenous. By creating a business program that exposes non-Indigenous and Indigenous students to areas of study that they previously may not have been exposed to, will certainly set your graduates apart from the competition and attract a new generation of students.

All of my observations as a student, professional, and volunteer have developed my belief that a lack of awareness in our education system continues to be the largest barrier in terms of Indigenous people, communication and their rights. The University of Manitoba has my full support in not only the BA program but in continuing to lead the path in developing similar curriculums to this to help pave a much needed change.

Please feel to contact me for further discussion at 204-471-7714 or [rpeterson@iisd.ca](mailto:rpeterson@iisd.ca).

Sincerely,

DocuSigned by:  
  
68A316F59B014E3  
Rachel Peterson

HR Manager, IISD

B.Comm (Hons)

## Record of Approvals

Body	Date	Chair
Program Review Committee	2018-09-13	Rod Lastra
Extended Education Council	2018-10-25	Gary Hepburn





UNIVERSITY  
OF MANITOBA

Faculty of Kinesiology  
and Recreation Management

102 Frank Kennedy Centre  
Winnipeg, Manitoba  
Canada R3T 2N2

# Proposal for the Sport, Physical Activity and Recreation in the Community (SPARC) Certificate

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## Kinesiology and Recreation Management (FKRM)

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Created by:	Joannie Halas, Professor; Kinesiology and Recreation Management
SPARC Coordinator	Heather McRae, Community Indigenous Scholar

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

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## **Executive Summary: Program Proposal Submitted to Senate for Concurrence without Debate**

**Proposed Name:** Sport Physical Activity and Recreation in the Community (SPARC)

**Proposal Submitted by:** Office of the Dean, Kinesiology and Recreation Management

### **Purpose of Program:**

The objective of the Sport Physical Activity and Recreation in the Community (SPARC) program is to build the capacity of Indigenous youth and young adults to become well-grounded sport, physical education/activity and recreation leaders in their communities. Guided by the teachings and philosophy of Mino-Pimatisiwin, SPARC taps into the positive potential of physical activity to connect Indigenous youth to their land, language, culture and identities and helps contribute to wholistic health and wellness outcomes for current and future generations. While Indigenous youth and young adults are the focus, individuals of all ages and backgrounds are welcome; this approach honours the inclusive nature of Indigenous worldviews and teachings which can benefit all nations.

***A primary goal is to address immediate needs for capacity development in diverse Indigenous communities, including inner Winnipeg:*** The SPARC Certificate provides opportunities for interested young adults to gain a meaningful, culturally relevant education related to sport, physical activity and recreation that can then be applied to programming, both educational and recreational, in their communities.

As part of their professional development non-credit coursework, SPARC students will be provided with training that allows them to have the competence and confidence to lead physical activity programs that are 1) culturally and physically safe, across diverse movement settings; 2) well-organized, and 3) incorporate the local cultural teachings of Mino-Pimatisiwin “the good life” as relates to wholistic health and wellness across the lifespan. Both the Professional Development training and UM credit courses will be experiential, with guided practicum and reflective practice opportunities built into the course delivery model.

Students who successfully complete the program will exit with skills, knowledge, attitudes and attributes in the areas of sport, recreation and physical activity leadership, and will have a deepened understanding of the local Indigenous and/or multicultural inner city experience. Specifically, they will be able to:

- Plan, develop and deliver selected activities within physical activity and recreation contexts
- Apply basic pedagogical and leadership approaches related to physical activity and recreation
- Apply a wholistic understanding of healthy living and health promotion to their work in the community
- Organize games, activities and events across a broad range of ages and interests
- Adopt a strengths-based equity approach to developing and delivering physical activity and recreation opportunities for individuals and communities
- Communicate respectfully and manage groups effectively within diverse group dynamics
- Understand that individuals and groups have diverse abilities, needs and interests within physical activity and recreation contexts

- Access community resources related to sport, physical activity, fitness, recreation, health and wellness

***A long term goal is to provide opportunities for SPARC students to transition to university.*** By taking UM courses in their own communities, SPARC students will begin their academic careers in a highly supported way; traditional barriers to success will be addressed through intensive cultural, community and tutorial supports. Students who complete SPARC courses will be able to transfer their university credits to UM degree programs in physical education, kinesiology, recreation and community development.

### **Objectives:**

The objectives of the *SPARC Certificate* are:

- To bring the university to the community through community-based, culturally relevant delivery of courses related to physical activity, sport, recreation, fitness, health and wellness that are predominantly guided by Indigenous worldviews, teachings and perspectives.
- To attract into post-secondary education Indigenous peoples and others who have historically been underrepresented, particularly in the fields of physical education, kinesiology and recreation (i.e., inner-city residents, new Canadians, mature and first generation to university students).
- To increase the capacity to deliver recreation and active living programs in response to a demonstrated need in the community.

### **Program Overview:**

**Number of contact hours:** Core: 361 hrs  
Elective: 39 hrs

**Number of core courses:** 5

Core Courses		Elective Courses	
Course Name	Contact Hrs.	Course Name	Contact Hrs.
SPRC 0100 Safety in the Community	63	One FKRM course (introductory theory, experiential learning)	39
SPRC 0150 Activity and Program Planning	110		
SPRC 0200 Living Mino-Pimatisiwin	110		

PHED 3770 Indigenous Games and Activities	39		
REC 3770 Indigenous Perspectives on Land-Based Education	39		
		<b>Total Contact Hrs.</b>	<b>400</b>

**Program Completion:** Minimum: 12 (mths)  
Maximum: 4 (yrs)

**Will at Least 50% of instructional contact hours be delivered by the University of Manitoba?** Yes

**Have Libraries been consulted?** Yes, see Appendix 2.

**Summary of Participants and Constituents consulted:**

Indigenous youth and young adults living in both urban and northern/rural communities are the target audience for the SPARC Certificate. We anticipate both mature students and first generation to university students, many of whom are already working in the community in the areas of community development, recreation and active living, as well as recent high school graduates, including those who have been in Rec and Read/Indigenous Youth Mentor Programs for All Nations (IYMP). Northern/rural students may be interested in continuing their education via SPARC as a route to a full degree within kinesiology, physical education or recreation. While Indigenous youth are the main targets for the program, individuals from diverse ages and backgrounds, including newcomers and recent immigrants to Canada will be recruited as students for this program. Recruitment strategies in the urban context will target schools and community groups within Winnipeg and build on existing partnerships (e.g., with Rec and Read). In the northern, rural and remote context, development of potential cohorts will be undertaken in partnership with longtime FCRM community connections via MFNERC and IYMP.

Supported by numerous internal UM (program development) grants and external research grants (SSHRC, CIHR), members of diverse First Nations, Metis and Inuit communities have been consulted over a period of 17 years. Focus groups, pilot testing of courses, and significant one on one consultation with First Nation and Metis educators have grounded the pedagogical approaches, teachings and worldviews that guide the development of the SPARC program. Significantly, Indigenous youth from diverse cultural backgrounds who have worked and/or volunteered within our Rec and Read/IYMP programs have informed the choice of courses within the curriculum.

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

**Date of FCRM Council approval:** November 2<sup>nd</sup>, 2018

## 1. Program Description

A program is defined as learning experience that is evaluated and systematically recorded in the Office of the Registrar.

### 1.1 Title

#### **Sport Physical Activity and Recreation in the Community (SPARC)**

### 1.2 Rationale

The Sport, Physical Activity and Recreation in the Community (SPARC) Certificate provides in-depth meaningful and relevant non-credit professional development (PD) programming along with introductory university courses related to physical activity, sport, recreation, fitness, health and wellness, all delivered with Indigenous perspectives, worldviews and teachings and adapted for delivery in the community.

SPARC builds upon the transformative potential of sport, physical activity and recreation as a stepping stone to post-secondary education; specifically, it will introduce students to the theory and practice of developing, delivering, promoting and managing safe, educational and inclusive community and school-based physical activity, sport and recreation programs.

SPARC participants will acquire the introductory knowledge and skills to assist their school and/or community-based work related to physical education, recreation, health and wellness. The program is primarily intended to serve Indigenous youth and young adults (e.g., educational paraprofessionals) who are under-represented within the sport, physical education and recreation field. SPARC provides supportive coursework that will prepare students for entry level employment leading to a possible vocation, enhance their current professional practice (for those already employed) and/or further study within related university degree programs. Note that SPARC provides an optional cohort model whereby courses can be offered in partnership with community organizations seeking introductory professional development and university-level education for their employees and community members interested in community sport and recreation. While the program is designed for Indigenous students, young people from diverse backgrounds will be eligible for the program.

Following the UM Non-Degree Programs Taxonomy, the SPARC program consists of 400 contact hours with combined non-credit professional development instruction and for UM credit introductory experiential learning courses:

- Professional Development (PD) Programming: 283 hours of non-credit instruction with guided practicum
- Three FCRM Experiential Learning Courses: 117 hours

The PD courses provide very applied knowledge, skills and Indigenous cultural approaches designed to enhance the professional aptitude of SPARC students when working within sport, physical activity and recreation.



The FKRM experiential learning courses are designed to teach theory related to physical cultural practices in very applied ways, allowing students to acquire knowledge, skills and professional aptitudes that they apply through diverse movement tasks that correspond with specific learning outcomes. Within the scope and sequencing of the FKRM curriculum, the diverse breadth of course offerings is spread over multiple years such that introductory content can be introduced at both the 2000 and 3000 level. Although courses have a 2000 and 3000 level designation, the content provided is often introductory to the type of movement/physical practice that is identified (e.g., teaching games, dance and activities; coaching sports; participating in land-based learning).

In order to best meet the needs of SPARC students, courses with Indigenous content and/or specific learning outcomes deemed most relevant for a particular cohort of students, have been prioritized; as such, some upper level courses are offered as the best fit for the SPARC Program and its objectives.

The following rationale is based on the University of Manitoba (UM) *Non-Degree Programs: Taxonomy* (Taxonomy).

The credential will be awarded at the Certificate level. It will be a structured program of studies consisting of 180 - 400 contact hours of non-degree courses. This stand-alone program requires students to meet University entrance requirements.

### 1.3 Status

The SPARC Certificate is a new program. It is a revised version of the Community Recreation and Active Living (CRAL) Diploma Program which was approved by Senate in 2014; the CRAL Diploma was submitted to the province for approval in the fall of 2014 but was not approved/funded.

Given the on-going and pressing need for education and training related to sport, physical activity and recreation within inner Winnipeg and northern/rural Indigenous communities, the two year CRAL diploma has been revised to meet the criteria of the UM Certificate.

This is the first stand-alone Certificate to be proposed by the FKRM.

### 1.4 Purpose

The objective of the Sport Physical Activity and Recreation in the Community (SPARC) program is to build the capacity of Indigenous youth and young adults to become well-grounded sport, physical education/activity and recreation leaders in their communities. Guided by the teachings and philosophy of Mino-Pimatisiwin – *the good life*, SPARC taps into the positive potential of physical activity to connect Indigenous youth to their land, language, culture and identities and helps contribute to wholistic health and wellness outcomes for current and future generations. While Indigenous youth and young adults are the focus, young people from all backgrounds are welcome; this approach honours the inclusive nature of Indigenous worldviews and teachings which can benefit all nations.

***A primary goal is to address immediate needs for capacity development in diverse Indigenous communities, including inner Winnipeg:*** The SPARC Certificate provides opportunities for interested young adults to gain a meaningful, culturally relevant education related to sport, physical activity and recreation that can then be applied to programming, both educational and recreational, in their communities.

As part of their professional development non-credit coursework, SPARC students will be provided with training that allows them to have the competence and confidence to lead physical activity programs that are 1) culturally and physically safe, across diverse movement settings; 2) well-organized, and 3) incorporate the local cultural teachings of Mino-Pimatisiwin “the good life” as relates to wholistic health and wellness across the lifespan. Both the PD training and UM credit courses will be experiential, with guided practicum and reflective practice opportunities built into the course delivery model.

Students who successfully complete the program will exit with skills, knowledge, attitudes and attributes in the areas of sport, recreation and physical activity leadership, and will have a deepened understanding of the local Indigenous and/or multicultural inner city experience. Specifically, they will be able to:

- Plan, develop and deliver selected activities within physical activity and recreation contexts
- Apply basic pedagogical and leadership approaches related to physical activity and recreation
- Apply a wholistic understanding of healthy living and health promotion to their work in the community
- Organize games, activities and events across a broad range of ages and interests
- Adopt a strengths-based equity approach to developing and delivering physical activity and recreation opportunities for individuals and communities
- Communicate respectfully and manage groups effectively within diverse group dynamics
- Understand that individuals and groups have diverse abilities, needs and interests within physical activity and recreation contexts
- Access community resources related to sport, physical activity, fitness, recreation, health and wellness

***A long-term goal is to provide opportunities for SPARC students to transition to university.*** By taking UM courses in their own communities, SPARC students will begin their academic careers in a highly supported way; traditional barriers to success will be addressed through intensive cultural, community and tutorial supports. Students who complete SPARC courses will be able to transfer their university credits to UM degree programs in physical education, kinesiology, recreation and community development.

### 1.5 FCRM Community Partners

The Seven Oaks School Division will provide in-kind facility space (classrooms, gymnasiums, outdoor space) for the urban delivery of the program. The school divisions will also support promotional efforts to recruit graduating students into the program.

The Manitoba First Nations Education Resource Centre (MFNERC) will provide promotional assistance through its network of 70 First Nations schools throughout Manitoba. When funding is available, MFNERC will partner with FKRM to offer the SPARC Certificate to a cohort of educational paraprofessionals working within their schools and communities.

## 1.6 Duration

The SPARC certificate is designed to be on-going and offered through both an urban, inner Winnipeg model and a northern/rural Manitoba model.

For the urban model, SPARC will run annually, with PD training and UM courses offered in the fall, winter and spring academic terms.

For the northern/rural model, SPARC will be offered as a partnership with a community organization who sponsors a “cohort offering”. A cohort offering limits the student enrolment to those identified by the partner organization (as in the Extended Education, Aboriginal Focus Programs model); the partner organization sponsors the cohort by paying the university admission, tuition and other related costs on behalf of the student. A cohort will only be offered when approached by community organization who wishes to partner with FKRM by providing the funding to ensure a successful cohort at a cost recovery basis for FKRM.

Note that this form of delivery model will be piloted in partnership with the Manitoba First Nations Educational Resource Centre in winter/spring 2019. The goal of the pilot delivery of courses is to 1) assess the delivery model for the courses (e.g., travel to Winnipeg, delivery up north or in an Indigenous community), 2) make necessary revisions to the delivery model. The delivery model will be assessed and lessons learned to inform future cohorts when a need and financial support is identified by a community partner.

## 1.7 Alignment with Strategic Direction

### 1.7.1 UM Strategic Plan 2015 – 2020

#### 1. Inspiring Minds *through innovative and quality teaching*

UM Goal	FKRM Strategic Plan	SPARC alignment with UM Goals & KRM Strategic Plan
b. Optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous, and international students for Manitoba’s research university.	i. Define FKRM SEM (Strategic Enrollment Management) plan for recruiting and retaining Indigenous undergraduate and graduate students and link goals and actions with the broader SEM Indigenous Student Success Plan.	SPARC utilizes a community delivery model for inner-Winnipeg and rural/northern communities to reduce barriers to Indigenous student participation.

d. Ensure students are able to complete their programs and reduce time to completion.	i. Ensure optimal levels of support for undergraduate and graduate students from FKRM Student Support Services. - Work collaboratively with the Indigenous Student Center and ACCESS Programs to strengthen supports for Indigenous students.	SPARC's community delivery model and specialized academic supports are designed to ensure Indigenous students are successful and reduce completion times.
e. Increase opportunities for experiential learning.	ii. Review, support and augment current experiential learning opportunities.	SPARC's credit and non-credit courses are all designed to integrate experiential learning opportunities for students.
g. Enhance student mobility.	iv. Work with ACCESS and Aboriginal Focus Programs (Extended Education) to liaise with the Manitoba Aboriginal Education Directorate, Manitoba First Nations Education Research Council (MFNERC) and northern school divisions to provide learning experiences / courses / programs in Indigenous communities as requested.	SPARC's northern delivery model is being created in consultation with MFNERC.  Access Programs staff have offered to provide in-kind consultation (advice, guidance) as we develop the program.
h. Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada.	i. Ensure the Curriculum Review Committee strengthens accessibility and support for current FKRM courses that expose students to indigenous perspectives and identify opportunities to indigenize courses, curriculum and learning outcomes.	Indigenous perspectives are being incorporated into all courses that will be offered to SPARC students.

### 3. Creating Pathways to Indigenous Achievement

UM Goal	FKRM Strategic Plan	SPARC alignment with UM Goals & KRM Strategic Plan
A. Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.	i. Increase cross-campus partnerships and support meaningful connections with Indigenous communities and stakeholders.	SPARC's northern delivery model is being created in consultation with MFNERC.

B. Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.	i. Create and support a recruitment strategy to encourage Indigenous students involved with FKRM outreach programs to enroll in the Faculty.	SPARC's community delivery model reduces barriers to Indigenous student engagement in PSE. In addition, the UM credit courses in the SPARC certificate can be ladderred into FKRM degree programs.
C. Foster K-12 Indigenous student participation in post-secondary education.	i. Create a post-secondary partnership strategy to: - Address administrative and resource challenges and opportunities that impact the effectiveness of FKRM outreach initiatives that build Indigenous student interest in and preparedness for post-secondary education.	The SPARC certificate helps build preparedness for post-secondary education among recent grade 12 graduates and mature students.

**4. Building Community that creates an outstanding learning and work environment.**

UM Goal	FKRM Strategic Plan	SPARC alignment with UM Goals & KRM Strategic Plan
e. Create a learning and work environment that meets the needs of the University's future, recognizes the Indigenous reality of Manitoba, integrates with surrounding communities, and support environment and resource sustainability.	iv. Create a culturally safe environment for students, staff, faculty and community members across diverse backgrounds.	SPARC's community delivery model ensures a culturally safe learning environment for Indigenous students.

**5. Forging Connections to foster high impact community engagement**

UM Goal	FKRM Strategic Plan	SPARC alignment with UM Goals & KRM Strategic Plan
d. Enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern settings.	vi. Create additional outreach program that engages Indigenous communities.	SPARC's rural/northern delivery model strengthens relationships with Indigenous communities by: Requiring partnership with northern/Indigenous organizations; reducing transportation barriers by offering courses in community; providing courses that are relevant and meaningful to communities.

### 1.7.2 Creating Pathways to Indigenous Achievement

Development of the SPARC Certificate has involved key members of the Indigenous community, including potential youth participants, from the start. Building upon the extensive consultations in support of the development of the CRAL Diploma, undertaken between 1999 and 2014, the most recent iteration of the Certificate has been informed by extensive collaboration with the Physical and Health Education Facilitators with MFNERC and the former Associate Director/ Program Director (Adrienne Carriere), with the Access and Aboriginal Focus Programs in Extended Education.

Recognizing that President David Barnard (2015) has called for more university-community “bridge programs” that support Indigenous youth wishing to pursue post-secondary education, SPARC takes the university to the community. Provision of non-credit PD courses will enable Indigenous youth to undertake courses in a very supported way: classes will be small (20 students), located within culturally safe environments, and access to Elders, Knowledge Keepers and community educators will be embedded in the courses. Curricular content is designed to be culturally relevant and meaningful.

One of the priorities for FCRM’s commitment to Indigenous academic and athletic achievement is to consider for all new programming initiatives the incorporation of Indigenous perspectives and worldviews and Indigenous pedagogies. This program meets this direction in the following ways:

- *The majority of non-credit course instruction incorporates Indigenous worldviews, pedagogies, and program practices. These include Land Based safety certifications; Applied Suicide Intervention Skills Training; Mental Health First Aid for Indigenous Peoples; Living Mino-Pimatisiwin.*
- *Two core FCRM credit courses incorporate Indigenous worldviews, teaching, pedagogies and program practices. These include Indigenous Games and Activities and Indigenous Perspectives on Land Based Education. Many elective courses have been infused with Indigenous perspectives (e.g., Physical Activity, Health and Wellness).*

## 2. Needs Assessment

### 2.1 Need

SPARC builds upon the positive potential of Indigenous youth and young adults to be leaders within their own communities. As evidenced in the hundreds of Indigenous youth mentors who participate each year in the Rec and Read/Indigenous Youth Mentorship Programs (IYMP) for All Nations in schools and communities throughout Manitoba, including Winnipeg, SPARC will provide the growing population of Indigenous youth with a meaningful and relevant opportunity to expand their knowledge and skills in a supportive, culturally affirming environment, thereby acting as a stepping stone to university. Within our northern IYMP communities, we see former youth mentors graduate to take on entry level jobs within their neighborhoods or communities and SPARC will provide a

meaningful opportunity for these young leaders to continue to develop their competencies and confidence within sport, physical activity and recreational contexts.

The program is primarily intended to serve Indigenous youth within the urban Winnipeg context. However, it also has potential to serve the needs of educators currently working within the scope of physical and health education within First Nations Schools in Manitoba and/or Indigenous community members interested in community sport and recreation. Given the historic underfunding of First Nations schools, the quality of physical and health education available to children and youth in northern, band-run schools often relies upon community members, educational assistants and/or teachers without post-secondary education in physical education and health (personal communication, Norbert Mercredi and Lee Spence, MFNERC: Halas, McRae and Carpenter, 2011).

A recent *5-year North End Community Plan and Renewal Plan (2011-2016)* prepared through the North End Community Renewal Corporation highlights community priorities that include Employment Development, Recreation and Wellness, Culture and Diversity, and Community Development/Capacity Building Goals. Specifically, SPARC addresses the following community-identified goals related to Employment Development:

- To organize a local strategy to provide access to skills training and adult educational opportunities with a continuum of services and supports.
- To enhance the employment opportunities of young people by working with schools and institutions to support learning and stay in school strategies from pre-school to post-secondary.

There is a particular need for skilled and knowledgeable Indigenous sport and recreation leaders working within the inner city and north end of Winnipeg. In addition, many rural and northern communities have expressed a need for qualified employees in these areas.

The 2011 Census indicates that Winnipeg has the largest Aboriginal population of major cities in Canada (similar to Saskatoon and Regina), approximately 10% of the city's residents. As almost one-half of Winnipeg's Aboriginal population is under 25 years of age, the SPARC Certificate Program will provide both educational and career opportunities for youth, and help to build community capacity and leadership to support recreation and active living initiatives.

As evidence of a need for the SPARC Certificate, the City of Winnipeg, non-profit community organizations (e.g., Ma Mawi, Ndinawe, WASAC), and Manitoba Healthy Living, Youth and Seniors have expressed a need for educated employees with leadership skills in the areas of health promotion, recreation, physical activity and sport. In addition, several educational institutions welcome the opportunity that the SPARC Certificate will provide for their graduates to access post-secondary education (e.g., Children of the Earth High School, Seven Oaks School Division, CEDA Pathways to Education Program).

As further demonstration of the market need for the SPARC Certificate, the City of Winnipeg supported delivery of a series of pilot courses toward the CRAL diploma (of which SPARC builds upon), and has indicated that hiring qualified inner-city and urban Indigenous graduates in the areas of recreation, physical activity and sport is a high priority.

The recognized value of physical activity, recreation and sport to overall health and well-being, including community health and well-being, is well-documented and the demonstrated need for

educated, skilled community leaders in these fields suggests that the forecast for future jobs is promising (e.g., see the growth within the fitness industry in Winnipeg).

Finally, the SPARC Certificate provides a stepping stone into a number of U of M degree programs. Given the abject lack of diversity within the broad fields of physical education, kinesiology and recreation (see Douglas & Halas, 2011), the SPARC Certificate is key to addressing issues of accessibility for Indigenous and other racialized minority students.

Over time, the new courses offered through SPARC may lead to more Indigenous students choosing FKRM programs for study. While the current representation of Indigenous students within Physical Education, Recreation Management and Community Development and Kinesiology degree programs in FKRM aligns with the UM average, there is very low representation of First Nations (in comparison with Metis) students within all three programs. Anecdotally, a number of IYMP high school graduates with tremendous potential as sport, physical activity and recreation leaders have struggled in their efforts to successfully complete year one at the UM because they experience culture shock and isolation being away from their home community and their pathway to FKRM includes large (120+) classes where efforts to provide early alert supports is difficult. SPARC will meet the needs of these students by providing entry to academic classes that are offered in a much more supportive environment within their own community. Additionally, the introduction of new Indigenous courses and LB curriculum that is developed in partnership with Indigenous educators (e.g., MFNERC) will lead to an increase in First Nations, Metis and Inuit students studying within FKRM and graduating to work in Indigenous communities.

## 2.2 Audience (Student) Characteristics

Indigenous youth and young adults living in both urban and northern/rural communities are the target audience for the SPARC Certificate. While Indigenous youth are the main targets for the program, young people from diverse backgrounds, including newcomers and recent immigrants to Canada will be recruited as students for this program. We anticipate both mature students and first generation to university students, many of whom are already working in the community in the areas of community development, recreation and active living, as well as recent high school graduates, including those who have been in Rec and Read/IYMP. The introductory, flexible nature of the program will be attractive to students who hesitate to commit initially to a 4-year degree, yet wish to leave this option open. Similarly, the program will appeal to students who may need more academic supports before applying to a degree program, for example those who have been away from school for some time, or for whom English is not a first language.

High school graduates and/or community members who have volunteered or worked in the UM "Rec and Read"/Indigenous Youth Mentor Programs for All Nations will be purposefully recruited into the program, as will north end community members currently working in the areas of sport and recreation leadership. As a long-term vision for recruitment and retention of Indigenous (and other under-represented groups), there may be on-going opportunities for high school "Rec and Read" mentors who graduate to be offered jobs as 'university mentors' in the mentor programs, thus providing supported, part-time work during their studies in the SPARC program.

Northern students may be interested in continuing their education via SPARC as a route to a full degree within kinesiology, physical education or recreation. SPARC expands upon UCN courses by



offering a broader focus than the *Recreation Leadership* diploma, and will integrate “land based education” and teachings related to Mino-Pimatisiwin within the coursework.

If space permits for each course offering, students currently enrolled in Selkirk Avenue post-secondary programs (i.e., the U of M Inner City Social Work as well as the U of W Urban and Inner-City Studies degrees) may be able to take FCRM credit courses if they meet the criteria as an elective for students within other degree programs. Note that the ICSW students currently have the opportunity to take the Indigenous Games and Activities course as an elective in July each year and the ICSW Program is currently undertaking a review of their elective course offerings.

The following are examples of the career opportunities and types of employers that will be open to the SPARC Certificate graduates within Winnipeg. In the letters of support, a number of potential employers have expressed a commitment to hire graduates of the SPARC Certificate program.

### **Potential Career Opportunities**

#### **Fitness, Health and Active Living**

- Fitness Programs
- Chronic Disease Prevention
- Health Promotion
- Physical Activity and Aging
- Wellness Programming
- Coaching/coach development (community/professional)

#### **Community Development and Recreation**

- Rural or Urban Recreation
- Youth and Children's Programs
- Recreation and Leisure Programs
- Physical Activity Programs
- Community Development
- Event Management
- Community Festivals
- Outdoor Recreation
- Seniors' Programs

#### **Sport Management**

- Sport Administration
- Event Management and Planning
- Youth Sport Programs

### **Potential Employers (examples)**

#### **Aboriginal Organizations**

- Ma Mawi Wi Chi Itata Centre (Ma Mawi)
- Ka Ni Kanichihk Inc.
- Ndinawe

- Aboriginal Centre of Winnipeg, Inc.
- Manitoba Metis Federation
- Manitoba Aboriginal Sport and Recreation Council
- Winnipeg Aboriginal Sport Achievement Centre
- First Nation Communities

#### **Government**

- City of Winnipeg
- Manitoba Health, Seniors and Active Living
- Manitoba Children and Youth Opportunities

#### **Health Organizations**

- Winnipeg Regional Health Authority (e.g., *in motion*)
- Chronic Disease Management Programs (e.g., Diabetes Integration Project)
- Heart and Stroke Foundation

#### **Community and Not-for-Profit Organizations**

- Community Clinics
- Winnipeg Boys and Girls Club
- North End Wellness Centre
- North End Y
- Community Centres
- Neighbourhood Renewal Corporations
- Women's Resource Centres
- Youth and Family Organizations
- Siloam Mission
- Rossbrook House
- North End Community Renewal Corporation
- The FACT Coalition
- Festival Associations
- Seniors' Centres
- Big Brothers and Big Sisters

#### **Educational Organizations**

- University of Winnipeg, Wesmen Athletics
- University of Manitoba, Bison Sport and Active Living, Recreation Services
- School divisions (e.g., education assistants)

#### **Corporate Sector**

- True North Sports and Entertainment Inc.
- Sport businesses
- Recreation and Wellness Businesses

#### **Educational Organizations**

- University of Winnipeg, Wesmen Athletics
- University of Manitoba, Bison Sport and Active Living, recreation services

- School divisions (e.g., education assistants)

#### **Corporate Sector**

- True North Sports and Entertainment Inc.
- Sport businesses
- Recreation and Wellness Businesses

### **2.3 Process**

Extensive, long term consultations (2006 – 2011) went into development of the original CRAL Diploma. Since 2014, extensive consultations have taken place with MFNERC, including with MFNERC teachers as well as with the IYMP Advisory Board. This work has also been supported by a nationally funded research program that investigated issues of access to culturally relevant physical education for Indigenous youth, resulting in development of the culturally informed and international award-winning Rec and Read/Indigenous Youth Mentorship Programs (see Halas et al., 2017a and b).

Key highlights of the process are summarized below:

- 2000, 2006, 2009: Creation of experiential learning courses with Indigenous content (via Summer Session Innovation Funds)
- 2001-2004: Investigation of the experiences of Indigenous youth in physical education (SSHRC funded, see Halas, 2006; 2011; Halas, McRae & Carpenter, 2011); Indigenous youth express a desire for more physical activity opportunities in their community.
- 2004-2005: *Increasing Access: Enhanced curriculum to project an Aboriginal perspective and Collaborative program development: University/Aboriginal community alliances*; two key UM internal grants that allowed for in-depth community consultations in Winnipeg and the north (The Pas/OCN; Skownan First Nation) regarding the CRAL Diploma proposal.
- 2005-2008: Community-based research that led to the development of the Rec and Read/Indigenous Youth Mentorship Programs for All Nations (SSHRC funded, see Forsyth, Heine & Halas, 2007; Carpenter et al., 2008; Carpenter & Halas, 2011). Illustrates on-going potential of Indigenous youth as leaders in sport, physical activity and recreation.
- 2006-2009: Further research to document the absence of Indigenous students within Faculties of Physical Education and Kinesiology across Canada (SSHRC funded, see Douglas & Halas, 2011). Illustrates on-going need for recruitment efforts and accessible programming.
- 2009-2011: As part of the on-going development of the CRAL program, delivery of four FKRM/UW KIN courses was piloted in 2009-2011 (Aboriginal Games and Activities; Introduction to Professional Practice; Diverse Populations Mentorship; Issues in Health; funding for development and delivery of these initial pilot courses was provided by the City of Winnipeg, the North End Community Renewal Corporation/Assiniboine Credit Union, and the FACT Coalition (Point Douglas area). Ndinawe Youth Resource Centre provided space and organizational support for the CRAL working group development meetings. These organizations supported recruitment and retention of students within the program (e.g., through flexible scheduling of student's work commitments) and participated in evaluation of the courses (e.g., by providing feedback and input during the assessment phase, see Halas, 2011, Aboriginal Games and Activities "Pilot" in North Winnipeg Final Report).

- 2009-present: Rec and Read/Indigenous Youth Mentorship Programs. Currently, Rec and Read is located in 13 Winnipeg schools (funded by the Province and City of Winnipeg) and IYMP is offered in 7 northern communities (as part of an on-going CIHR funded collaboration with First Nations and Metis communities). As with youth participants in the earlier pilot of CRAL courses, young people in the mentor programs have expressed their on-going support for the SPARC concept and have helped inform the choice of curricular content for both the non-credit and university courses. Specifically, the design of the Living Mino-Pimatisiwin and Activity and Program Planning non-credit PD courses has been heavily influenced by the Indigenous cultural approaches and equity-informed educational training that is provided in these programs.
- 2017-present: Over the past two years, FKRM academics and MFNERC physical education and health facilitators have collaborated to design the forthcoming pilot cohort of educators from 15 First Nations communities. Delivery of this cohort will greatly inform the on-going development of the SPARC Certificate, especially with regard to the delivery format, supports provided, and ability to identify and respond to the unique needs of students.

## 2.4 Benchmarking

The following similar programs are offered at other Canadian institutions.

### **1. University of Alberta – Certificate in Aboriginal Sport and Recreation**

<https://www.ualberta.ca/kinesiology-sport-recreation/programs/undergraduate-programs/certificates/certificate-in-aboriginal-sport-and-recreation>

The Certificate in Aboriginal Sport and Recreation is jointly administered by the Faculty of Kinesiology, Sport, and Recreation and the Faculty of Native Studies and is open to students enrolled in degree programs in the Faculties of Native Studies and Kinesiology, Sport, and Recreation. This certificate will produce the next generation of leaders in Aboriginal sport and recreation by providing students with a flexible and innovative environment that emphasizes academic excellence and experiential learning. To achieve this goal, the proposed curriculum positions sport and recreation as instruments for improving community health. This is accomplished by combining the expertise of the Faculty of Kinesiology, Sport, and Recreation in the realms of sport, recreation and physical activity with the Faculty of Native Studies' expertise in Aboriginal culture and community.

- This Certificate is embedded within a degree program; SPARC is a pre-entrance into a university degree program.

### **2. Red River College Youth Recreation Activity Worker Program**

<http://www.bgcwinnipeg.ca/programs/education-and-career-exploration/youth-recreation-activity-worker-program>

The Youth Recreation Activity Worker program is a full-time, nine-month Red River College certificate program for individuals wanting to make a difference in the lives of children and youth. The program provides life and academic skills for individuals ages 18-29, who live in or around Winnipeg's inner city, and face barriers to obtaining their post-secondary education. The Youth Recreation Activity Worker program trains young people through hands-on learning to deliver positive recreational opportunities to children and youth, and empowers them to draw from their

own personal experiences in the process. Combined with the educational component from Red River College, students gain the working knowledge to provide healthy development programs to youth and become role models in their own communities. There is no tuition fee for the program, or any cost for books or supplies. The work/practicum experience during the program is 300 hours, and takes place in the evening. Those that are accepted into the program will also receive a participant incentive. Credits in this program are fully transferable to the second year of the Child and Youth Care Worker program at Red River College.

- With only two courses specific to youth recreation, SPARC will offer an expanded sport, physical activity, and community recreation focus, all informed by Indigenous perspectives. In addition, the RRC program only serves urban populations whereas SPARC, via northern partner organizations, has the capacity to serve rural and northern communities.

### **Red River College Community Development/Community Economic Development diploma**

<https://me.rrc.mb.ca/catalogue/ProgramInfo.aspx?ProgCode=COMEF-DP&RegionCode=WPG>

This program prepares you to become a facilitator of change in communities that are experiencing multiple barriers to development. In this hands-on diploma program, students will learn how to:

- Recognize and use the gifts and assets of the existing community
- Promote social inclusion and participation at all levels of transformation
- Understand power dynamics and ethical issues
- Apply practical facilitation skills to aid in this work
- Acquire work experience and build a CS Network through 4 Practicums

Students also acquire a solid understanding of organizational development, program planning, and financial management of volunteer sector organizations and the how-to of starting a new social enterprise. This program is designed to meet the needs of both new students and those who have been working in the field. It may be of special interest to you if you live or work in inner cities, First Nation communities, or have some international community development experience or aspirations.

- Although the focus is complementary to the SPARC Certificate (e.g., program planning), the program does not have any courses specific to physical activity, sport or recreation leadership, and do not to be as infused with Indigenous perspectives.

### **Red River College Child and Youth Care Program**

<http://me.rrc.mb.ca/catalogue/ProgramInfo.aspx?ProgCode=CHIYP-NA&RegionCode=PC>

<http://me.rrc.mb.ca/Catalogue/ProgramInfo.aspx?RegionCode=WPG&ProgCode=CHIYF-DP>

This program provides you with the skills and knowledge to work with children and youth experiencing behavioural and emotional difficulties. You will learn how to intervene and assess situations and formulate strategies to help children, youth, and their families identify and resolve concerns and enhance their quality of life. The program covers the dynamics of human development within a multicultural perspective. Courses include child and adolescent development, special issues affecting child and youth care, and care for children who have

emotional or behavioural difficulties. This program includes training in relationship development, group process, and family dynamics. It also includes skill-oriented family support and intervention courses, child and youth care methods, listening skills, and activities programming.

- Only one course, Programming for Youth, is directly related to SPARC as it equips students with the attitudes, conceptual frameworks and skills to develop appropriate recreational activities for young people. In this course, students learn how to program activities that facilitate leisure, educational and therapeutic goals. While complementary, the SPARC program is unique to this program as it addresses sport, physical activity, fitness, recreation, health and wellness across the lifespan.

#### **Therapeutic Recreation Facilitator for Older Adults**

<http://me.rrc.mb.ca/catalogue/ProgramInfo.aspx?ProgCode=THERP-CT&RegionCode=WPG>

The Certificate program provides full time study opportunities, practicum experience and two fieldwork placements. Students gain the knowledge and skills needed to work in therapeutic and leisure recreational programming and services for older adults. Students learn to plan, promote, deliver and evaluate effective programs for clientele in various settings, including: personal care homes, extended hospital care, adult day centres, assisted living and other community based programs. Workplace safety, privacy and health regulations are a key component of the program.

- The focus on older adults matches only a very small component of the SPARC program, which addresses physical activity and sport settings for children, youth and adults.

### **3. Design and Delivery**

#### **3.1 Structure**

##### **Objectives**

The objectives of the *SPARC Certificate* are:

- To bring the university to the community through community-based, culturally relevant delivery of courses related to physical activity, sport, recreation, fitness, health and wellness that are predominantly guided by Indigenous worldviews, teachings and perspectives.
- To attract into post-secondary education Indigenous peoples and others who have historically been underrepresented, particularly in the fields of physical education, kinesiology and recreation (i.e., inner-city residents, new Canadians, mature and first generation to university students).
- To increase the capacity to deliver recreation and active living programs in response to a demonstrated need in the community.

## Structure

The certificate consists of 400 contact hours (non-credit PD instruction, practicum and KRM for credit university courses): 6 courses in total delivered using two distinct delivery models, one urban (fall, winter, spring) and one northern/rural (as a condensed cohort, with weekly modules provided over an extended period of time that that corresponds to instructor, student and community needs.

Core courses make up 361 instructional hours with \*39 elective instructional hours.

Figure 1 below illustrates the key components.

SPARC CERTIFICATE	
400 Instructional Hours	
<b>3 Non-credit PD Courses</b> (283 hrs)	<b>3 Credit Courses</b> (117 hrs)
<i>3 Core Courses:</i> Safety certifications, Program Planning, Living Mino-Pimatisiwin	<i>Two core courses, 1 elective:</i> Indigenous Games; Land-Based Education & 1 other
TWO DELIVERY MODELS	
<b>Urban / North End Community</b>	<b>Northern/Rural</b>
Annual offering Fall/Winter/Summer Term	By Request of Partner Organization; flexible schedule based on instructor, community and student availability

**Urban:** Two courses (PD, university) offered per term in fall, winter and spring; PD courses delivered one evening per week (3 hours per session) on same day throughout the year (e.g., Monday, 6 – 9 pm, same location); university courses delivered dependent on the period of time that corresponds to instructor, student and community needs. Courses will be offered at a community centre or school in north end Winnipeg.

**Northern/Rural:** Delivery model determined in consultation with the community partner. An example of how the courses would be scheduled is provided below, based on a pilot offering of courses with MFNERC in winter/spring 2019 (see table below).

**\*Elective Instructional Hours:** One course chosen from a list of FKRM courses, determined by the Director of Indigenous Engagement, in consultation with the SPARC Coordinator and community partners, tailored to the location the Certificate is being offered and the cohort of students enrolled.

A student who needs to take multiple years to complete the SPARC Certificate requirements would be able to opt into different course electives as they are offered and use the credits as needed to complete their Certificate requirements, as long as the elective instructional hours include a course approved for the SPARC program.

### Learning Module #1 (of 3 to complete the Certificate). January 2019

	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
AM	IGA (3hr)	IGA (3hr)	DGA (3hr)	DGA (3hr)	DGA (3hr)	DGA (3hr)	DGA (3hr)
PM	IGA (4 hr)	IGA (4 hr)	SIC: First Aid / CPR (4hr)	SIC: First Aid / CPR (4hr)	LMP (2hr) APP (2hr)	LMP (2hr) APP (2hr)	n/a
EVG	IGA (3 hr)	IGA (3 hr)	IGA (3 hr)	IGA (3 hr)	IGA (3 hr)	IGA (3 hr)	n/a
Hours	10	10	10	10	10	10	3

Total Hours: 63

IGA: Indigenous Games and Activities; DGA: Developmental Games and Activities

SIC: Safety in the Community; LMP: Living Mino-Pimatisiwin; APP: Activity and Program Planning

#### Courses: Non-Credit Professional Development and University Credit

The SPARC Cohort consists of the following Professional Development and University Courses: the PD courses are required and two of three university courses make up the core, with an elective chosen from a list of introductory and/or experiential learning courses.

Non-credit Professional Development Courses – Required (283 hours)	FKRM University Credit Courses (117 hours)
SPRC 0100 Safety in the Community (63 hours)	PHED 3770 Indigenous Games and Activities (39)
SPRC 0150 Activity and Program Planning (110 hours)	REC 3770 Indigenous Perspectives on Land-Based Education
SPRC 0200 Living Mino-Pimatisiwin (110 hours)	FKRM Elective – see list below* (39)

PD Courses provide core content related to safety, planning, and Indigenous approaches to health and wellness.

FKRM core courses provide Indigenous approaches to physical activity and land-based learning. A third elective course will be offered each year or cohort; the course will be chosen prior to the start of a particular year (urban) and/or cohort (northern/rural) dependent on community and student needs and instructor availability.

Elective instructional hours: one course chosen from the list below, which includes a selection of introductory experiential learning and applied theory courses related to movement, health and wellness; one course is also available on line.

Due to the experiential nature of the courses, many of which offer introductory level learning outcomes at both the 2000 and 3000 levels, some courses requiring pre-requisites will be offered as a stand-alone course as the Indigenous content and/or specific learning outcomes are deemed a priority for the SPARC program and the needs of its students. For example, the Indigenous teachings



and cultural practices embedded within the land-based activities in in REC 3770 have been identified by community partners as integral to the reclamation of Indigenous identity through education.

<b>Experiential Learning (ELC) Courses</b>	<b>Theory (TH) and On-line (OL) Courses</b>
PHED 2710 Human Movement Principles	KPER 1200 Physical Activity, Health and Wellness (TH/OL)
PHED 3122 Developmental Games and Activities	REC 4770 Indigenous Recreation and Well-being
PHED 3760 Diverse Populations Mentorship	
PHED 2742 Group Fitness and Leadership	
REC 2130 Introduction to Outdoor and Land-Based Education	
PHED 3722 Coaching Theory and Practice	

### **Course Descriptions: SPARC Certificate**

#### **Professional Development (non-credit) Courses: All 3 Required (Pass/Fail)**

##### **SPRC 0100 Safety in the Community**

A blend of professional safety, health and wellness certifications, including but not limited to CPR/First Aid; Applied Suicide Intervention Skills training (ASIST); Indigenous Mental Health First Aid; Hunting Safety; Water Safety; Aboriginal Sport Coaching Certificate; Food Handling Certificate. Evaluated Pass/Fail.

##### **SPRC 0150 Activity and Program Planning**

An introduction to equity-based program planning principles and strategies. Adult education and Indigenous education theories and models will address the complexity and challenges of planning for public well-being. In the course, students will learn to plan, develop, implement and evaluate community-driven physical activity, recreation and sport programs for marginalized populations, with a specific focus on Indigenous and racialized minority groups.

##### **SPRC 0200 Living Mino-Pimatisiwin**

An introduction to Indigenous-informed, culturally relevant approaches to health and wellness set within a sport, physical activity and recreational context. Elders, Knowledge Keepers and Cultural Teachers will share their perspectives (e.g., knowledge, skills and values) related to “*living Mino-Pimatisiwin*” – the good life, including a deeper understanding of Medicine Wheel teachings of wholism, interdependence, sharing and respect as experienced through Indigenous cultural perspectives and service learning in a communal mentorship or equivalent physical activity program. Evaluation Pass/Fail.

### **FKRM University Courses: Core and Elective**

#### ***CORE Courses: two required for the Certificate***

##### **PHED 3770 Indigenous Games and Activities**

(ELC) This course will provide students with a unique opportunity to explore, in theory and practice, traditional and contemporary worldviews related to historical, cultural, and environmental approaches to Aboriginal games and activities.

##### **REC 3770 Indigenous Perspectives on Land-Based Education**

This course provides an introduction, overview and exploration of Indigenous knowledge systems and ways of knowing as an entry point to understanding Indigenous land-based education on Turtle Island (North America). Treaties, stories, traditional ecological knowledge and ways of living as well as an intensive land-based experiential learning weekend will be used to explore historical and contemporary Indigenous perspectives of the land and land-based education. Pre-requisites: REC 2130 (C)

***ELECTIVE courses (one to complete the Certificate; choice of course to be offered/year or cohort may differ depending on community and student needs and instructor availability)***

##### **PHED 2710 Human Movement Principles**

(ELC) An introduction to the principles of inclusive physical education through the integration of theory, practice and guided reflection pertaining to the development of fundamental movement skills and strategies applied to educational games, gymnastics, and dance. May not hold for credit with PHED 1420. Requires a paid facility use pass.

##### **KPER 1200 Physical Activity, Health and Wellness**

An examination of the importance of physical activity for health and wellness. Provides an overview of the present and recommended levels of physical activity, the factors influencing participation in physical activity, Indigenous peoples’ approaches to health, the role of recreation in health and wellness, and individual, organizational and national interventions for increasing physical activity. May not be held with the former PHED 1200 or the former PERS 1200.

##### **PHED 3760 Diverse Populations Mentorship**

(ELC) Practical and theoretical aspects of designing physical activity experiences for students from diverse population, including on site leadership opportunities in a multicultural school context. Evaluated pass/fail.

### **PHED 3122 Developmental Games and Activities**

(ELC) Practical and theoretical aspects of designing educational game experiences applicable to early through senior years physical education, to include the design, implementation, and assessment of safe and inclusive physical activities as well as planning, organizational and teaching strategies. Introduces students to Manitoba Curriculum Student Learning Outcomes in "Movement, Safety, Personal and Social Management." May not be held with the former PHED 2650 or the former 2720. Prerequisite: PHED 2710 (C).

### **REC 2130 Introduction to Outdoor and Land-Based Education**

This course provides an introduction to both Indigenous and non-Indigenous perspectives on land-based education and outdoor recreation. Students examine how as individuals and groups we can build strong relationships and a robust sense of connection with others, with the land, the outdoors, and with recreation through academic and experiential explorations. Prerequisite: KPER 1400 (C) (or the former PERS 1400 or the former REC 1400).

### **REC 4770 Indigenous Recreation and Well-being**

This course will provide students with a historical context of health and wellness among First Nations, Metis and Inuit peoples as well as contemporary perspectives on the promotion of sport, physical, recreation and leisure to achieve social development goals. The political landscape of health, recreation, and sport policies will be examined in relation to their impact on Indigenous sport, health and wellness programming. The strength and resilience of Indigenous peoples will be explored through grassroots movements, physical cultural practices, and wholistic understandings of health and wellbeing. Prerequisite: REC 3770 (C).

### **PHED 3722 Coaching Theory and Practice**

(Lab required) An introduction to the theoretical and practical aspects of coaching at the community and school level, including the examination of topics of philosophical, psychological, ethical and technical significance. The course introduces students to the National Coaching Certification Program (NCCP) of Canada and the coach certification pathway. May not be held with the former PHED 2400, the former PHED 2402, the former KIN 3720, or the former KIN 3730, or the former PHED 3050.

### **PHED 2742 Group Fitness and Leadership (Fall 2018)**

(ELC) This course integrates theory and practice necessary to design and lead safe and effective group fitness programs (e.g., interval, circuit, conditioning, choreography). Emphasis is placed on the Manitoba Curriculum Student Learning Outcomes in "Fitness Management", and prepares students for Group Fitness Leader Certification. This course includes a field trip component. May not be held with the former PHED 1640 or the former PHED 2630 or the former PHED 2640 or the former PHED

2740 or the former KIN 2740. Prerequisite: KPER 2320 (C) (or the former KIN 2320 or the former PHED 2320). Requires an active Recreation Services membership.

**See Appendix 1 for course outlines which include the following components:**

- a) Descriptions
- b) Learning Outcomes
- c) Prerequisites and Progression
- d) Assessment Method (if known)
- e) Content/Topics (if known)

### 3.2 Frequency of Course Offerings

A full complement of courses (6) will be offered in the urban programs on a yearly basis.

Northern/rural cohorts will only be offered when a partnership agreement has been determined.

### 3.3 Completion Times

This program normally takes a minimum of 12 months to complete. Students will have up to 4 years from the initial start date (first date of enrolment) to complete the program. Note that northern/rural cohorts may have a more condensed delivery format (e.g., 6 months), depending on needs of the community.

### 3.4 Laddering Opportunities

No formal pathways into FCRM / University of Manitoba degrees have been developed at this time. However, these may be developed in the future.

### 3.5 Delivery Format

Aligning with Indigenous approaches to teaching and learning, all courses are experiential in nature and integrate theory with practice. Recognizing that 'learning is doing', all core courses include practicum assignments where students can apply their knowledge, skills and developing attitudes toward delivering meaningful and relevant physical activity, sport, and recreational tasks within their communities. Where possible, Elders, Knowledge Keepers and Community Educators will participate as co-instructors in the courses.

### 3.6 Location

**Urban:** Within the urban context, SPARC courses will be located in north Winnipeg at community schools and/or centres. Given the active, experiential nature of most courses, access to a gymnasium or outdoor space, along with classroom space, will be necessary.

FKRM has long-standing relationships with schools in both Winnipeg and Seven Oaks School Divisions, and will rely upon these connections to identify the best physical location for each offering of the program. SPARC courses will therefore be located at the location deemed to be the most appropriate and effective within a particular delivery context.

The Selkirk Avenue campus has proven to be an optimal location for Theory course offerings that were piloted by the FKRM in 2008-2010.

**Northern/Rural:** Decisions regarding the physical location of any offering of the cohort program and courses will be based primarily on the location that is most appropriate and effective within a particular delivery context and will consider factors such as the:

- Preferences and requisite skills and tools of the students;
- Location of the students; and/or
- Most advantageous business arrangement for the University.

The relative efficacy of the various delivery locations will be monitored to ensure that they produce comparable accessibility, experiences, and results for learners.

## 4. Admission Criteria

### 4.1 Selection Process

Completed applications will be assessed in the order they are received. Applicants for the certificate program will be assessed on the following admissions criteria (see tables 1 and 2). Note that the selection process for northern/rural cohorts will be determined in consultation with the partner organization who is sponsoring the SPARC program.

**Table 1a. Application and Admission Criteria – Recent Graduates (under 21 years of age)**

<b>Selection Criteria</b>	1. A minimum average of 63-69.9% over three Grade 12 S or U credits 2. One credit of Grade 12 S or U English with a minimum grade of 60% 3. Must be a Canadian citizen or Permanent Resident
<b>Application Requirement</b>	<ul style="list-style-type: none"> <li>• Online application form</li> <li>• Application Fee</li> <li>• Relevant transcript(s)*</li> </ul>
*High school transcripts will be required.	

**Table 1b. Application and Admission Criteria – Mature Applicants (over 21 years of age)**

<b>Selection Criteria</b>	1. Must be 21 years of age or older by September 30 for classes starting in September, January 31 for classes starting in January, May
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	1 for classes starting in May, and July 1 for classes starting in July. 2. Must have limited experience at college or university (fewer than 24 credit hours). 3. Must not meet the regular academic requirements of the applicable program. 4. Must be a Canadian citizen or Permanent Resident
<b>Application Requirement</b>	<ul style="list-style-type: none"> <li>• Online application form</li> <li>• Application Fee</li> <li>• Relevant transcript(s)*</li> </ul>
*For students with university experience, university transcripts will be required.	

Support for urban students to complete application forms to the UM will be provided through the faculty's Rec and Read programs and/or via the community partners for a northern cohort. An orientation for students will be organized to assist with learning how to navigate the UM websites. A SPARC website will be developed to assist students with their applications and course registration.

## 4.2 Transfer Credit Arrangements

No transfer credit arrangements apply or have been developed.

## 5. Student Evaluation

### 5.1 Student Assessment

Students seeking the credential must pass all three non-credit PD courses and achieve a minimum Grade Point Average of 2.0 for the KRM university courses to graduate with the SPARC Certificate. Students will be able to repeat a course if necessary.

### 5.2 Grading Scale.

The following will be used as a general guideline for allocating the marks:

A+	4.5	Exceptional	94-100
A	4.0	Excellent	86-93
B+	3.5	Very Good	80-85
B	3.0	Good	70-79
C+	2.5	Satisfactory	65-69
C	2.0	Adequate	60-64
D	1.0	Marginal	50-59
F	0.0	Failure	below 50

## **6. Resources**

### **6.1 Teaching Personnel**

All instructors will have a relevant combination of education, experience and expertise, and as much as possible, will bring diverse perspectives in their content area. FCRM academics, staff and graduate students are considered a potential primary instructional resource along with Indigenous and community educators.

### **6.2 Training**

FCRM will provide program orientation and professional development for instructors. Additional learning (UM Learn and other courses, workshops and seminars) may also be available to instructors through the UM Centre for the Advancement of Teaching and Learning (CATL).

### **6.3 Library Resources**

The non-credit PD courses are highly experiential and will have limited impact on the library resources. The FCRM courses are well supported by existing library resources.

A Letter of Support from library resources can be found in Appendix 2.

### **6.4 Instructional Media**

Instructors and students will require access to UM Learn and its support network. Efforts will be made to connect students with limited financial resources to available supports (e.g., computers, wifi) located in the community (e.g., Turtle Island Community Centre, public libraries, etc).

### **6.5 Laboratory/Field Placement**

Given the active, experiential nature of the courses on offer, access to a gymnasium and/or outdoor spaces will be required. Opportunity to offer courses at a camp or field location will be determined based on the needs of individual cohorts.

### **6.6 Counselling and Advising**

The program will provide tutorial support (e.g., via learning circles), counselling and student advisory services, where possible (e.g., provision of cultural supports by Elders and Knowledge Keepers associated with a particular course or cohort).

## 6.7 Additional Resources

With the launch of *The Accessibility for Manitobans Act* on November 1, 2015, resources may be required to support the interpretation of this act to remove barriers including physical, architectural, information/communication, attitudinal, or technological barriers.

The program does not require additional or unique resources to support the program.

Given the equity-based education and experiential physical activity approach that guides the SPARC Certificate program, FKRM will provide opportunities for SPARC students to engage in on-campus recreational and sporting activities (e.g., Bison home games) and special events (visiting scholar lectures). Visits to the Fort Garry campus will be structured into the annual non-credit PD programming.

## 7. Ongoing Management and Evaluation

### 7.1 Advisory/Program Committee

The SPARC Advisory Committee will consist of the following representatives:

- *Two Indigenous sport and recreation community members: e.g., PHE Facilitators: MFNERC; Director, MASRC, WASAC staff, etc)*
- *Two members of the FKRM Indigenous Achievement Working Group*
- *Two Indigenous students*

#### Terms of Reference

Terms of reference for the SPARC Program will be developed by the Director of Indigenous Engagement with input from the SPARC Advisory Committee and subject to approval by FKRM Faculty Council. The resulting document will be informed by on-going review of the delivery of SPARC cohorts, comply with UM and FKRM regulations, and will address specific and/unique characteristics and needs of the SPARC program.

### 7.2 Program Review and Evaluation

#### 7.2.1. Program Review (Academic and Content Review)

The program will be reviewed on a regular basis by the FKRM Curriculum Committee and Faculty Council. The longest cycle of duration without review would be 5 years; however, the Curriculum Committee will be consulted to determine specifics.

Possible review goals and indicators are highlighted below:

- SPARC increases opportunities for Indigenous youth to be culturally informed leaders within their communities.



*Indicators:*

- Number of SPARC students who receive education and training to provide culturally relevant physical activity programming
- Quality of SPARC student experience (SEEQs, formative assessments – check-ins, focus groups)
- Number of practicum hours delivered in the community
- Number of participants who proceed to higher level education
- Number of participants who gain full or part time employment in a related occupation
- Number of participants who volunteer in school and community activities, including the estimated number of volunteer hours

**Annual Review:** an annual report on participation, demographics, quality of experience, etc.

### 7.2.2. Program Evaluation (Operational Durability)

The program will be evaluated by the Associate Dean, Undergraduate Programs on a regular basis with some sample performance indicators including enrolment rate, graduation rate, graduate and student satisfaction, and overall sustainability.

## 7.3 Instructor and Course Evaluation

The University's Students' Evaluation of Educational Quality (SEEQ) will be used for all course components, including non-credit certifications (CPR, First Aid, etc). This will provide relevant student information to the Associate Dean, Undergraduate regarding the quality of course and instructor for both the PD training and KRM courses.

## 8. Operation Support.

An equity-based educational approach guides the financial plan and the program is designed to run on a cost-recovery basis with an enrollment of 20 students/course. It will be at the discretion of the Dean to offer courses with less than 20 students registered. Administration costs are provided at no fee by the faculty; a new SPARC Community Coordinator/Advisor position is created to provide support for the program (e.g., organize Safety Certification workshops; practicum, etc).

Tuition and supplemental fees are projected to increase in line with UM and Province of Manitoba agreements over the first five years. CUPE and other salaries are locked in at 0 for the first two years and increase by 2% in years 3, 4 and 5.

The budget represented the urban delivery model and the academic costs for a northern/rural cohort only; any partnership agreement with a community organization for a northern/rural cohort will require that the community organization assume the additional costs for instructor (and student) travel, accommodation and rental of local community facilities. This information will be

identified on a case by case basis with a Memorandum of Understanding produced prior to delivery of any cohort.

Budget details: Urban – Northern/rural Academic Costs Only

- Non-credit PD course instructors will receive the CUPE rate of \$29.36 per hour (\$1761.60)
- FKRM course instructors will receive the CUPE stipend of \$5310.60.
- Admission to the UM program is \$100.
- Tuition per non-credit PD courses is \$300 with the exception of \$319 for Safety in the Community (paid to external organization)
- Supplemental/admin fees for each PD course is \$30 (\$90/year).
- Tuition per FKRM course is the standard \$417.03 (1251.09/year)
- Supplemental/admin fees for each FKRM course is \$30 (\$90/year)
- Elders, Knowledge Keepers and Community Educators will be paid an honoraria of \$200/3 hour contribution x 10 (\$2000)
- Students providing tutorial and other supports (e.g., to help with registration at orientation) will receive the CUPE rates for Teaching Assistants (\$2500)
- Tuition revenue will be used to hire a SPARC Community Coordinator/Advisor (\$10,000); initial developmental costs will be used to purchase a computer, tobacco, food for associated feasts, etc. for the program.

## 8.1 Financial plan

Budget Proposal- 10/25/2018

Program Name: Sport, Recreation and Physical Activity in the Community (SPARC)

	%	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue</b>						
# of courses offered		6	6	6	6	6
minimum # of registrations per course		20	20	20	20	20
course tuition-PD		\$919.00	\$946.57	\$974.97	\$1,004.22	\$1,034.34
course tuition-FKRM		\$1,251.09	\$1,326.16	\$1,352.68	\$1,379.73	\$1,407.33
admission & supplementary fees		\$280.00	\$288.40	\$297.05	\$305.96	\$315.14
Total Revenue/Student		\$2,450.09	\$2,561.13	\$2,624.70	\$2,689.91	\$2,756.81
<b>TOTAL REVENUE</b>		<b>\$49,001.80</b>	<b>\$51,222.51</b>	<b>\$52,493.95</b>	<b>\$53,798.24</b>	<b>\$55,136.24</b>
<b>Expenses</b>						
<b>Direct</b>						
Instructor Salaries:						
University course		\$15,931.80	\$15,931.80	\$16,250.44	\$16,575.44	\$16,906.95
Benefits and Pay Levy	15%	\$2,389.77	\$2,389.77	\$2,437.57	\$2,486.32	\$2,536.04
Instructor Salaries: PD courses (2)		\$3,523.20	\$3,523.20	\$3,593.66	\$3,665.54	\$3,738.85
Benefits and Pay Levy	15%	\$528.48	\$528.48	\$539.05	\$549.83	\$560.83
Safety Certification (pd to external org)		\$6,380.00	\$6,380.00	\$6,380.00	\$6,380.00	\$6,380.00
Elders, Community Educators		\$2,000.00	\$2,000.00	\$2,040.00	\$2,080.80	\$2,122.42
Tutorial Supports		\$2,500.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02
Marketing		\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
<b>Total Direct Expenses</b>		<b>\$33,753.25</b>	<b>\$33,753.25</b>	<b>\$34,290.72</b>	<b>\$34,838.93</b>	<b>\$35,398.11</b>
<b>Indirect</b>						
Administrative Salaries		in-kind	in-kind	in-kind	in-kind	in-kind
Administrative Overhead		in-kind	in-kind	in-kind	in-kind	in-kind
Faculty Overhead	20%	in-kind	in-kind	in-kind	in-kind	in-kind
<b>Total Indirect Expenses</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Development Area</b>						
Development Expenses		\$10,000.00	\$10,000.00	\$10,200.00	\$10,404.00	\$10,612.08
Development Overhead		\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
<b>Total Development Costs</b>		<b>\$15,000.00</b>	<b>\$15,000.00</b>	<b>\$15,200.00</b>	<b>\$15,404.00</b>	<b>\$15,612.08</b>
<b>TOTAL EXPENSES</b>		<b>\$48,753.25</b>	<b>\$48,753.25</b>	<b>\$49,490.72</b>	<b>\$50,242.93</b>	<b>\$51,010.19</b>
<b>NET REVENUE</b>		<b>\$248.55</b>	<b>\$2,469.26</b>	<b>\$3,003.24</b>	<b>\$3,555.31</b>	<b>\$4,126.05</b>

Completed by Joannie Halas/Heather McRae

Date: October 26th, 2018

Approved by Finance Manager \_\_\_\_\_

Date: \_\_\_\_\_

## Marketing Plan

### 8.1.1.Strategy

Promotion of the SPARC program will capitalize on the strong relationships between FKRM faculty, staff and Indigenous and inner-city community partners. The Rec and Read coordinator will actively promote the program throughout the year during school and community visits and local networks and boards. Recruitment of potential students and/or an organizational cohort will be enhanced through the many community connections mentioned on pages 15-16 of this report. See sample promotional piece, Appendix 3.

### 8.1.2.Sample Tactics and Timing

ACTIVITY	PROPOSED TIMELINE
Create a brochure & website for SPARC	January 2019
TAG Day - promotion	April of each year
MFNERC PD days - promotion	Fall, spring each year
MASRC NAIG athletes	June of each year
Social media (KRM, IndigiConnect, etc)	On-going
MPESA, PHE Manitoba for promotion in HS PHE Classes	May of each year
Conference presentations (registration fees)	Annual

## **Appendix 1 – Program Structure – Course Outline**

May include:

- 1 Descriptions
- 2 Learning Outcomes
- 3 Prerequisites and Progression
- 4 Assessment Method (if known)
- 5 Content/Topics (if known)

**Course outlines for the new non-credit PD courses and the FKRM courses are provided below:**

### ***PD Courses***

- SPRC 0150 Activity and Program Planning
- SPRC 0100 Safety in the Community
- SPRC 0200 Living Mino-Pimatisiwin

### **FKRM Courses**

- **PHED 3770 Indigenous Games and Activities**
- **REC 3770 Indigenous Perspectives on Land-Based Education**
- **PHED 2710 Human Movement Principles**
- **KPER 1200 Physical Activity, Health and Wellness**
- **PHED 3760 Diverse Populations Mentorship**
- **PHED 3122 Developmental Games and Activities**
- **REC 2130 Introduction to Outdoor and Land-Based Education**
- **REC 4770 Indigenous Recreation and Well-being**
- **PHED 3722 Coaching Theory and Practice**
- **PHED 2742 Group Fitness and Leadership (Fall 2018)**

## Faculty of Kinesiology and Recreation Management

<b>Course Name:</b>	Activity and Program Planning
<b>Course Number:</b>	SPRC 0150
<b>Instructional Hours:</b>	Non credit course
<b>Course Format:</b>	Experiential with theory, practice and practicum

**Calendar Description:** An introduction to equity-based program planning principles and strategies. Adult education and Indigenous education theories and models will address the complexity and challenges of planning for public well-being. In the course, students will learn to plan, develop, implement and evaluate community-driven physical activity, recreation and sport programs for marginalized populations, with a specific focus on Indigenous and racialized minority groups.

**Pre-requisites:** None

**Course Objectives:** *At the completion of the course, students will be able to:*

- Recognize and describe the importance of culturally competent program planning strategies and approaches.
- Identify and apply key planning steps within a variety of different program contexts.
- Apply community engagement principles to program planning and within mentoring practicum / practicum placement.
- Assess program needs, barriers to participation and engagement, and identify community strengths.
- Create, plan, deliver and evaluate a program or activity.

### **Course Evaluation:**

Given the experiential nature of the course, a “Pass/Fail” assessment criteria will be used with students needing to achieve 70% or better to achieve credit. Students need to complete the following graded assignments:

10%	Reading review and discussion
20%	Recreation Program Plan - sample community
20%	Recreation Program Plan - community partner
20%	Reflective journal
30%	Mentoring practicum

### **Required Readings:**

2010 Legacies Now and Creative City Network of Canada. (n.d.). *Cultural planning toolkit*. Retrieved from [https://www.creativecity.ca/database/files/library/cultural\\_planning\\_toolkit.pdf](https://www.creativecity.ca/database/files/library/cultural_planning_toolkit.pdf)  
Caffarella, R. S. (2002). *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers*. San Francisco, CA: Jossey-Bass Publishers.

- Sutherland, C., Skinner, K., Hanning, R., Montgomery, M., Tsuji, L. (Spring 2007). A Cree perspective on gathering community input for physical activity programming in the Mushkegowuk Territory. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, 5(1), pp. 169-184.
- Yukon Government (2016). *Yukon community recreation planning toolkit*. Retrieved from [http://www.community.gov.yk.ca/pdf/Recreation\\_Planning\\_Toolkit.pdf](http://www.community.gov.yk.ca/pdf/Recreation_Planning_Toolkit.pdf)

## Faculty of Kinesiology and Recreation Management

<b>Course Name:</b>	Safety in the Community
<b>Course Number:</b>	SPRC 0100
<b>Instructional Hours:</b>	Non-credit course
<b>Course Format:</b>	Experiential with theory and practice

**Calendar Description:** A blend of profession safety, health and wellness certifications, including but not limited to CPR/First Aid; Indigenous Mental Health First Aid; Hunting Safety; Water Safety; Aboriginal Sport Coaching Certificate; Food Handling Certificate. Evaluated Pass/Fail.

**Pre-requisites:** None

**Course Objectives:** *At the completion of the course, students will be able to:*

- Plan for safe physical activity participation and programming across diverse movement settings and spaces
- Distinguish between prevention and intervention in relation to safety within a wholistic (body, mind, heart, spirit) perspective
- Appreciate the value of preventative measures when creating physically and emotionally safe physical activity spaces
- Recognize potential dangers and warning signs related to unsafe behaviours and environments
- Respond in cautionary and/or crisis situations in an informed way based upon recognized safety standards

### **Course Evaluation:**

Given the experiential nature of the course, a “Pass/Fail” assessment criteria will be used with students needing to achieve 70% or better to achieve credit. Students need to complete the following required and elective professional safety certifications:

- 25% First Aid and CPR - core
- 25% Indigenous Mental Health First Aid or Assist - core
- 25% One of the certifications mentioned above (water, hunting, coaching, food handling etc)
- 25% One of the certifications mentioned above (water, hunting, coaching, food handling etc)

**Required Readings:** Safety certification manuals



## Faculty of Kinesiology and Recreation Management

<b>Course Name:</b>	Living <i>Mino-Pimatisiwin</i>
<b>Course Number:</b>	SPRC 0200
<b>Instructional Hours:</b>	Non-credit course
<b>Course Format:</b>	Experiential with theory, practice and practicum

**Calendar Description:** An introduction to Indigenous-informed, culturally relevant approaches to health and wellness set within a sport, physical activity and recreational context. Elders, Knowledge Keepers and Cultural Teachers will share their perspectives (e.g., knowledge, skills and values) related to “*living Mino-Pimatisiwin*” – the good life, including a deeper understanding of Medicine Wheel teachings of wholism, interdependence, sharing and respect as experienced through Indigenous cultural perspectives and service learning in a communal mentorship or equivalent physical activity program.

**Pre-requisites:** None

**Course Objectives:** *At the completion of the course, students will be able to:*

- Define health and wellness from an Indigenous perspective that recognizes the physical, social-emotional, mental and spiritual components and their interconnectedness
- Describe what “*living Mino-Pimatisiwin*” means (i.e., living the good life in a balanced way)
- Describe a wholistic definition of culture and how they understand their own cultural history and identity
- Identify goals, both individual and communal (within the class) related to personal and collective health and wellness
- Explain their own approaches to wholistic health and wellness via different activities
- Demonstrate aspects of mindfulness practice (i.e., deep breathing, relaxation, focused attention) and how it can be used toward healthy living
- Identify ways to create culturally affirming physical activity environments for children, youth and adults

### **Course Evaluation:**

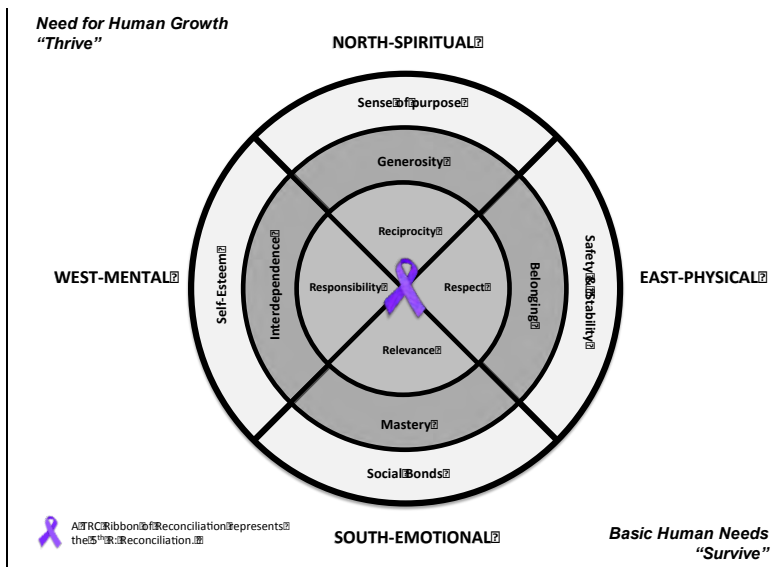
Given the experiential nature of the course, a “Pass/Fail” assessment criteria will be used with students needing to achieve 70% or better to achieve credit. Students need to complete the following graded assignments:

10%	Reading review and discussion
20%	Collective health and wellness plan; reflective journal
20%	Personal health and wellness plan; reflective journal
50%	Mentoring practicum

## Required Readings:

- Carpenter, A. & Halas, J. (2011). Rec and Read Mentor Programs: Building on the strengths, energy and talents of Aboriginal youth. *Reclaiming Children and Youth*, 20(1), 20-24.
- Halas, J., McRae, H. & Petherick, L. (2013). Advice for Physical Education Teachers from Aboriginal Youth: Become an Ally. *Physical and Health Education Journal*, 8-12.
- Halas, J. (2011). Aboriginal youth and their experiences in physical education: "This is what you've taught me". *PHENex Journal*, 1-22.
- Kirkness, V., & Barnhardt, R. (1991). First Nations and higher education: the four R's – respect, relevance, reciprocity, responsibility. *Journal of American Indian Education*. 30(3).
- *The Rec and Read Mentor Program: A 'How to' Manual. Planning Ideas for youth, adult mentors, schools and communities.* Winnipeg: Health, Leisure and Human Performance Research Institute.

The Rec and Read Theoretical Model will be applied throughout the course (see Figure 1 below).



## **Appendix 2 – Letter of Support: Libraries**

**See attached for three new PD courses:**

- SPRC 0150 Activity and Program Planning
- SPRC 0100 Safety in the Community
- SPRC 0200 Living *Mino-Pimatisiwin*

## **Appendix 3: Examples of Community Consultations**

### **A. PILOT DELIVERY OF UNIVERSITY COURSES IN THE COMMUNITY\***

\* Excerpted from the *Final Report of the Aboriginal Games and Activities "Pilot" in North Winnipeg* (Halas, Robillard, McRae, Champagne, Gislason, & Sanderson, 2009).

#### **Purpose of project:**

The purpose of the off campus delivery of the Summer Session course 'Aboriginal Games and Activities' was to "pilot" delivery of a 3 credit hour course that has been identified as integral to the proposed Community Recreation and Active Living (CRAL) Diploma/Certificate (currently referred to as SPARC)

#### **Overview of project:**

In late March, 2009, the idea to "pilot" one course that would become part of the CRAL diploma/certificate was brought forward, with an immediate offer from the City of Winnipeg to sponsor 20 north end Aboriginal residents to take the course. A course (Aboriginal Games and Activities), instructors (Blair Robillard and Mike Pierre) and schedule was identified, and a plan put in place to promote the course in the north end and support student registration through the hiring of a university student liaison (Sonya Schulski) and Ndinawe employee (Stefan Gislason).

#### **Summary of outcomes:**

- 20 youth/students applied for the course; 12 participated in the course, and 11 completed the course, with one student's transfer of credit to the University of Winnipeg still outstanding;
- 31 hours of tutoring support was provided (see details below); this support was offered to all students in the course and included assistance in completing the U1 tutorial as well as course assignments;
- Community partnerships included NECRC, Ndinawe, Turtle Island Inc. and Children of the Earth High School;
- Although funds were available if needed, no students utilized bus tickets to access the course;
- Based on available information, five students continued their university education after the course (three students enrolled in the second CRAL course); seven maintained their employment in the community and one changed jobs;
- Based on student evaluations of the course (which are anonymous), student feedback was extremely positive; the Indigenous approach utilized by the two instructors was greatly appreciated.

#### **Strengths, Challenges and Opportunities:**

The strengths of the pilot was in the Indigenous values that guided the course objectives, assessment and activities, as well as the individual and communal support that the participants provided each other throughout the course. A definite bonding/camaraderie developed with the students as the course progressed. The strengths were in the students who participated, many despite overwhelming challenges. The strengths were also in the flexible approach to university timelines that enabled the course to be delivered under short notice.

The challenges relate to the day to day cultural landscape of the students, and the supports they do or do not have in place to enable their participation in the course. A second challenge is the range/diversity

in the literacy and academic skills of the course participants. A third challenge pertained to the limited/small window of time to process the registrations.

The opportunities are great. Overall, the successful delivery of this pilot course helps us develop a model for further program implementation. The model would look like something like this:

- Promotion of the course and available supports within the (north end or other) community.
- Deliver the course in the community.
- Ensure the course content is relevant to the context of the community.
- Incorporate Indigenous teachings and values as the guiding framework for all courses.
- Create opportunities for students to support each other as a form of communal mentoring (e.g., through registration, attending the course, meeting deadlines, participating in a safe and welcoming manner, etc)
- Maintain on-going contact with students once the course is complete (this will enable promotion and registration for future courses).

#### **B. CONSULTATION WITH YOUTH/POTENTIAL SPARC PARTICIPANTS (January – March 2017)**

##### **Sagkeeng**

This young adult health leader (YAHL) works as an adult mentor in AYMP and for two years has been contemplating leaving the program to attend university; he was asked to comment on the possibility of taking university courses which would allow him to continue working as an adult mentor while beginning university studies:

*“The Aboriginal Youth Mentorship Program has been instrumental in my turning my life around for the better and I truly believe that AYMP has a similar effect on the youth involved. The thought of leaving my position as YAHL (to attend university full time) is a difficult one because I've grown to love my job and I can't imagine myself doing anything different at this point but that's also why I want to pursue an education in University.*

*Being able to take my first steps in acquiring my Bachelors in Physical Education while working with AYMP in my community would be a HUGE advantage and definitely allow me to achieve this goal. I could go on about how much I'd love that opportunity and what AYMP means to me but I'd end up typing an essay. Lol”*

##### **Garden Hill**

This young adult health leader has been a mentor in AYMP since it began in 2010; when he graduated high school, he was hired to lead the mentorship programs and has been instrumental in the success of this program. When asked for his advice on how to develop leadership in new communities:

*“I wouldn't know how to put it into words. I guess how to get it started is to find an "Austen" or "Aaron" like figure (current adult mentors). Can be a female too, you just need to find that person who shows potential and help them bring that full potential out of them. The students or the community does that to a person so easily.*

#### **APPENDIX 4: LETTERS OF SUPPORT**

See attached letters of support from education and community partners.

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- Halas, J. McRae, H., McGavock, j., Eskicioglu, P., & Carpenter, A. (2017). Reclaiming Indigenous Ways: The evolution of theory in the Rec and Read/AYMP After School Mentorship Programs. Part II. *Physical and Health Education Canada Journal*, 83(3), 1-18.
- Halas, J., McRae, H. & Carpenter, A. (2012). The quality and cultural relevance of physical education for Aboriginal youth: Challenges and opportunities. In J. Forsyth & Audrey Giles (Eds.), *Red and White: Aboriginal Peoples and Sport in Canada*. (pps. 182-205). Vancouver: UBC Press.
- McRae, H. (2012). *The politics and praxis of culturally relevant sport education: Empowering urban Aboriginal youth through community sport*. Unpublished Doctoral dissertation. University of Manitoba, Winnipeg, MB.

## Record of Approvals

Body	Date	Chair



The University of Manitoba Information Services and Technology

Statement of Support

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Faculty: Kinesiology and Recreation Management

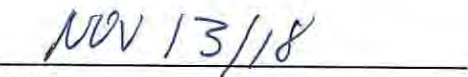
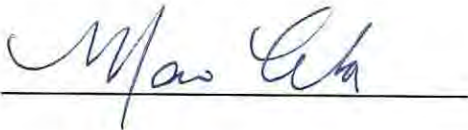
Program Certificate in Sport, Physical Activity and Recreation in the Community (SPARC)

Information Services and Technology can support this new program, as it was described in the documents provided.

It is not expected that this proposed new program will affect Information Services and Technology's ability to continue to provide services such as (whatever services IST provides normally for classroom and student support), nor will it cause unusual or intolerable stress on IST's technical infrastructure or resources

Name: Mario Lebar

Title: Chief Information Officer



Date



October 29, 2018

To Whom It May Concern:

**Re: Letter of Support for the Sport, Physical Activity and Recreation in the Community Certificate Program at the University of Manitoba**

Dear Sir/Madame:

I am writing to express our support for the proposed *Sport, Physical Activity and Recreation in the Community (SPARC) Certificate Program* to be offered through the Faculty of Kinesiology and Recreation Management (FKRM) at the University of Manitoba. The *SPARC Certificate* provides in-depth meaningful and relevant non-credit professional development programming along with introductory university courses related to physical activity, sport, recreation, health and wellness, all delivered with Indigenous perspectives, worldviews and teachings and adapted for delivery in the community.

Designed for Indigenous youth and young adults who are interested in developing their competencies and confidence related to sport, physical activity and recreation leadership, SPARC will help build capacity within diverse Indigenous communities in Manitoba, including inner Winnipeg. As a stepping stone to post-secondary education; SPARC will introduce students to the theory and practice of developing, delivering, promoting and managing safe, educational and inclusive community and school-based physical activity, sport and recreation programs.

The Manitoba Aboriginal Sports & Recreation Council (MASRC) believes that physical activity is a healthy and positive tool to build strong and vibrant citizens and communities. With this in mind, the MASRC programs promote Aboriginal health and wellness.

The MASRC is "The Bridge" between existing partners in the sport/recreational delivery system and Manitoba's Aboriginal community. The focus of the MASRC is to work with Aboriginal communities, organizations and individuals to develop sustainable programs that improve opportunities for community members to participate in sport and recreation activities. Our overall objective is to assist in this development by providing the necessary training and resources.

We believe that the SPARC Certificate program would be an asset and a needed program in Manitoba.

Sincerely,

Mel Whitesell, Executive Director,

Manitoba Aboriginal Sports and Recreation Council (MASRC)



October 29, 2018

To Whom It May Concern:

**Re: Letter of Support for the Sport, Physical Activity and Recreation in the Community  
Certificate Program at the University of Manitoba**

Dear Sir/Madame:

I am writing to express my support for the proposed *Sport, Physical Activity and Recreation in the Community (SPARC) Certificate Program* to be offered through the Faculty of Kinesiology and Recreation Management (FKRM) at the University of Manitoba. The *SPARC Certificate* provides in-depth meaningful and relevant non-credit professional development programming along with introductory university courses related to physical activity, sport, recreation, health and wellness, all delivered with Indigenous perspectives, worldviews and teachings and adapted for delivery in the community. Designed for Indigenous youth and young adults who are interested in developing their competencies and confidence related to sport, physical activity and recreation leadership, SPARC will help build capacity within diverse Indigenous communities in Manitoba, including inner Winnipeg. As a stepping stone to post-secondary education; *SPARC* will introduce students to the theory and practice of developing, delivering, promoting and managing safe, educational and inclusive community and school-based physical activity, sport and recreation programs.

The *SPARC Certificate* complements programming provided by the Extended Education Division as it brings the university classroom to a variety of communities through specialized recreation, physical education and health education programming. Often, Indigenous students may find the U of M campus overwhelming, isolating and experience multiple barriers that need to be addressed in order to increase their chances of completing their respective degree programs. By taking UM courses in their own communities, SPARC students will begin their academic careers in a highly supported way; traditional barriers to success will be addressed through intensive cultural, community and tutorial supports. Students who complete SPARC courses will be able to transfer their university credits to UM degree programs in physical education, kinesiology, recreation and community development. The inclusion of several service-learning courses will provide existing and aspiring physical activity, recreation, health and wellness professionals significant opportunity to develop and enhance their skills and learning through applied practice within their own organization and community. Furthermore, by integrating Indigenous perspectives and teaching methodologies and offering Indigenous-focused courses such as

Traditional Indigenous Games and Indigenous Land-Based Education, the *SPARC Certificate* supports the TRC's Calls to Action regarding culturally relevant education as well as cultural revitalization efforts by First Nation, Metis and Inuit communities.

In closing, I believe the proposed *Sport, Physical Activity and Recreation in the Community (SPARC) Certificate Program* exemplifies the University of Manitoba's commitments to high-impact community outreach and Indigenous achievement. As the Academic Specialist for Community-Based Programming in Extended Education, I congratulate the Faculty of Kinesiology and Recreation Management on their efforts to develop high-quality education programming that better serves the needs and interests of community members.

Sincerely,

A handwritten signature in black ink, reading "Adrienne Carriere". The signature is fluid and cursive, with the first name "Adrienne" being more prominent than the last name "Carriere".

Adrienne Carriere, M.Ed.  
Community-Based Programming  
Extended Education



**Head Office:**

Swan Lake First Nation, 120 – 200 Alpine Way, Winnipeg, Manitoba R4H 1C8  
Phone: 204.831.1224 | Fax: 204.831.1301 | Email: [info@mfnerc.com](mailto:info@mfnerc.com)

**Winnipeg Sub-Office:**

2 – 1100 Waverley St. Winnipeg, Manitoba R3T 3X9  
Phone: 204.594.1290 | Fax: 204.942.2490 | Toll Free: 1.866.319.4857

**2018-October 31**

To Whom It May Concern,

**Re: Letter of Support for the Sport, Physical Activity and Recreation in the Community Certificate Program at the University of Manitoba**

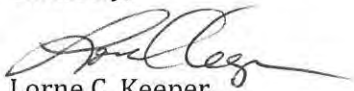
Dear Sir/Madame,

I am writing to express our support for the proposed *Sport, Physical Activity and Recreation in the Community (SPARC) Certificate Program* to be offered through the Faculty of Kinesiology and Recreation Management (FKRM) at the University of Manitoba. The *SPARC Certificate* provides in-depth meaningful and relevant non-credit professional development programming along with introductory university courses related to physical activity, sport, recreation, health and wellness, all delivered with Indigenous perspectives, worldviews and teachings and adapted for delivery in the community. Designed for Indigenous youth and young adults who are interested in developing their competencies and confidence related to sport, physical activity and recreation leadership, SPARC will help build capacity within diverse Indigenous communities in Manitoba, including inner Winnipeg. As a stepping stone to post-secondary education; *SPARC* will introduce students to the theory and practice of developing, delivering, promoting and managing safe, educational and inclusive community and school-based physical activity, sport and recreation programs.

Our Physical Education and Health Program facilitators have met extensively with Drs. Heather McRae and Joannie Halas to provide input on the development of the SPARC Certificate proposal, and we look forward to collaborating on the pilot delivery of SPARC courses in January – June, 2019. We understand that if approved by the University of Manitoba Senate, the SPARC Certificate will be available for future cohorts of First Nations, Metis and Inuit students; this will be an important development as there is a need for more university-community collaboration with regard to the preparation of future leaders in physical education, sport and recreation. Having University accreditation for the SPARC Certificate will be an important motivator for recruiting future students into the program.

We look forward to a positive response to the SPARC Certificate proposal.

Sincerely,

  
Lorne C. Keeper  
Executive Director



**Seven Oaks School Division**

830 Powers Street  
Winnipeg, MB R2V 4E7

Ph: (204) 586-8061

Fax: (204) 589-2504

---

November 1<sup>st</sup>, 2018

To Whom It May Concern:

**Re: Letter of Support for the Sport, Physical Activity and Recreation in the  
Community Certificate Program at the University of Manitoba**

I am writing to express our support for the proposed *Sport, Physical Activity and Recreation in the Community (SPARC) Certificate Program* to be offered through the Faculty of Kinesiology and Recreation Management at the University of Manitoba. The Sport, Physical Activity and Recreation (SPARC) Certificate provides in-depth meaningful and relevant non-credit professional development (PD) programming along with introductory university courses related to physical activity, sport, recreation, fitness, health and wellness, all delivered with Indigenous perspectives, worldviews and teachings and adapted for delivery in the community. SPARC will help build capacity within sport, physical activity and recreation within diverse Indigenous communities in Manitoba, including inner Winnipeg. SPARC also builds upon the transformative potential of sport, physical activity and recreation as a stepping stone to post-secondary education; specifically, it will introduce students to the theory and practice of developing, delivering, promoting and managing safe, educational and inclusive community and school-based physical activity, sport and recreation programs.

The Seven Oaks School Division has a long history of collaboration with the FCRM in relation to community based research, particularly in relation to the development and delivery of the Rec and Read/Indigenous Youth Mentorship Programs. We see SPARC as an opportunity to continue our partnership with the university in support of Indigenous students who graduate from our high schools. Specifically, we are interested in providing in-kind access to our school gymnasiums and classrooms for courses that will be offered in north Winnipeg. We also will help promote the program through our school's career counselling and physical education programs.

We wish you all the best with this important community-based initiative.

Sincerely,

Lydia Hedrich,  
Assistant Superintendent

LH/agh  
xc: File



November 5, 2018

To Whom It May Concern:

**Re: Letter of Support for the Sport, Physical Activity and Recreation in the Community  
Certificate Program at the University of Manitoba**

Dear Sir/Madam:

I am writing to express strong support for the proposed *Sport, Physical Activity and Recreation in the Community (SPARC) Certificate Program* to be offered through the Faculty of Kinesiology and Recreation Management (FKRM) at the University of Manitoba.

I am very familiar with the proposed SPARC program, having worked with Dr. Halas on an earlier iteration. SPARC is an exceptionally creative response to genuine issues in Winnipeg's inner city, where rates of poverty and related problems are severe, and where many youth are struggling in various ways. I have a long experience of working in the inner city and especially in Winnipeg's North End, having done research here for the past 20-plus years, and having run a University of Winnipeg degree program via the Department of Urban and Inner-City Studies at Merchants Corner on Selkirk Avenue. Education in the inner city has to be creative; it has to fit the realities of those who live in the inner city. It is not a case of one-size-fits-all. Dr. Halas has put together a particularly exciting and creative approach to education in the North End.

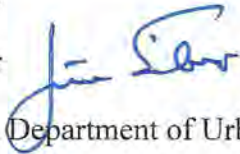
Dr. Halas has years of experience working with inner-city youth. She has used that experience to design the SPARC Certificate Program. Many inner-city youth will benefit from this program; many will go on to take a degree at the University of Manitoba. Those who choose not to pursue a degree will nevertheless benefit from the SPARC Certificate Program by being exposed to relevant non-credit and introductory-level university courses. The fact that the SPARC program has such a strong Indigenous character is especially significant, and will contribute to building capacity in Indigenous communities.



I am very pleased to have the opportunity to express my strongest support for the SPARC Certificate Program. Further, I am fully prepared to promote SPARC through my networks in Winnipeg's inner city, and to contribute to the success of the program in whatever way I can. Cooperation with the UW Department of Urban and Inner-City Studies would be wonderful from our point of view, and I would be happy to work with Dr. Halas to try to make that happen.

Sincerely:

Jim Silver



Professor, Department of Urban and Inner-City Studies

University of Winnipeg

Merchants Corner

541 Selkirk Avenue

Winnipeg





## WINNIPEG ABORIGINAL SPORT ACHIEVEMENT CENTRE

100 Sinclair Street, Winnipeg , Manitoba R2X 1X1

Phone: (204) 589-2772 Fax: (204) 586-2772

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To Whom It May Concern:

November 8, 2018

Re: Letter of Support for the Sport, Physical Activity and Recreation in the Community Certificate Program at the University of Manitoba

I am writing to express our support for the proposed *Sport, Physical Activity and Recreation in the Community (SPARC) Certificate Program* to be offered through the Faculty of Kinesiology and Recreation Management (FKRM) at the University of Manitoba.

The *SPARC Certificate* provides in-depth meaningful and relevant non-credit professional development programming along with introductory university courses related to physical activity, sport, recreation, health and wellness, all delivered with Indigenous perspectives, worldviews and teachings and adapted for delivery in the community. Designed for Indigenous youth and young adults who are interested in developing their competencies and confidence related to sport, physical activity and recreation leadership, SPARC will help build capacity within diverse Indigenous communities in Manitoba, including inner Winnipeg. As a stepping stone to post-secondary education; *SPARC* will introduce students to the theory and practice of developing, delivering, promoting and managing safe, educational and inclusive community and school-based physical activity, sport and recreation programs.

As an Indigenous organization who focuses on sport, recreation, education and leadership development, WASAC think that the *SPARC Certificate* is a fantastic opportunity for Indigenous youth. If you have any further questions, please do not hesitate to call me on my cell at 204-797-3052.

Trevor LaForte

Executive Director

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

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### Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider Bonafide Academic Requirements (BFAR) statements from the Department of Biological Sciences, Department of Chemistry, Natural Resources Institute, Department of Oral Biology, Department of Statistics, Department of German & Slavic Studies, School of Art, Department of Environment & Geography, Department of Geological Sciences, Department of Medical Microbiology & Infectious Diseases, Department of Physics & Astronomy, Department of Physiology & Pathophysiology, Faculty of Social Work, Department of Agribusiness & Agricultural Economics, Department of Architecture, Biomedical Engineering program, Faculty of Kinesiology & Recreation Management, Department of Food & Human Nutritional Sciences, Department of Surgery, Department of Biosystems Engineering, Department of Plant Science, Faculty of Law, and Department of Occupational Therapy. The statements follow this report.

### Observations

1. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Biological Sciences: M.Sc. and Ph.D. in Biological Sciences** dated March 23, 2018.
2. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Chemistry: M.Sc. and Ph.D. in Chemistry** dated March 23, 2018.
3. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Natural Resources Institute: M.N.R.M. and Ph.D. in Natural Resources Management** dated March 23, 2018.
4. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Oral Biology: M.Sc. and Ph.D. in Oral Biology** dated March 23, 2018.
5. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Statistics: M.Sc. and Ph.D. in Statistics** dated March 23, 2018.
6. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of German and**

**Slavic Studies: M.A. in German, M.A. in Slavic Studies:** BFAR Report from Cooper Commission Report dated March 23, 2018

7. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **School of Art: Master of Fine Art** dated March 23, 2018.
8. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Environment and Geography: M.Env. and M.Sc. in Environment and Geography; M.A. and Ph.D. in Geography:** BFAR Report from Cooper Commission Report dated April 18, 2018
9. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Geological Sciences: M.Sc. and Ph.D. in Geological Sciences** dated May 2, 2018.
10. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Medical Microbiology and Infectious Diseases: M.Sc. and Ph.D. in Medical Microbiology and Infectious Diseases** dated May 18, 2018.
11. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Physics and Astronomy: M.Sc. and Ph.D. in Physics and Astronomy** dated May 18, 2018.
12. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Physiology and Pathophysiology: M.Sc. and Ph.D. in Physiology and Pathophysiology** dated May 18, 2018.
13. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Faculty of Social Work: Pre-M.S.W., M.S.W. and Ph.D. in Social Work** dated June 21, 2018.
14. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Agribusiness and Agricultural Economics: M.Sc. and Ph.D. in Agribusiness and Agricultural Economics** dated June 21, 2018.
15. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Architecture: M.Arch., and Faculty of Architecture: Ph.D. in Design and Planning** dated June 21, 2018.
16. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Biomedical Engineering Programs: M.Sc. and Ph.D. in Biomedical Engineering** dated June 21, 2018.

17. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Faculty of Kinesiology and Recreation Management: M.A. and M.Sc. in Kinesiology and Recreation** dated June 21, 2018.
18. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the Department of Food and Human Nutritional Sciences: **M.Sc. and Ph.D. in Food Science and PreMaster's, M.Sc. and Ph.D. in Human Nutritional Sciences** dated June 21, 2018.
19. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Surgery: M.Sc. in Surgery** dated June 21, 2018.
20. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Biosystems Engineering: M.Sc., M.Eng., and Ph.D. in Biosystems Engineering** dated June 21, 2018.
21. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Plant Science: M.Sc. and Ph.D. in Plant Science** dated June 21, 2018.
22. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Faculty of Law: Master of Laws** dated August 27, 2018.
23. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate program BFAR statements for the **Department of Occupational Therapy: Master of Occupational Therapy** dated August 27, 2018.

### **Recommendations**

The Faculty Council of Graduate Studies recommends THAT: the BFAR and/or Essential Skills & Abilities statements from the Implementation Working Group for the Cooper Commission Report listed below be approved by Senate:

**Department of Biological Sciences**  
**Department of Chemistry**  
**Natural Resources Institute**  
**Department of Oral Biology**  
**Department of Statistics**  
**Department of German & Slavic Studies**  
**School of Art**  
**Department of Environment & Geography**

Department of Geological Sciences  
Department of Medical Microbiology & Infectious Diseases  
Department of Physics & Astronomy  
Department of Physiology & Pathophysiology  
Faculty of Social Work,  
Department of Agribusiness & Agricultural Economics  
Department of Architecture  
Biomedical Engineering program  
Faculty of Kinesiology & Recreation Management  
Department of Food & Human Nutritional Sciences  
Department of Surgery  
Department of Biosystems Engineering  
Department of Plant Science  
Faculty of Law  
Department of Occupational Therapy

Respectfully submitted,

Dr. Todd A. M. Mondor, Chair  
Faculty Council Committee

/ak

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



UNIVERSITY  
OF MANITOBA

Office of the University Secretary  
312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Fax (204) 474-7511

**DATE:** March 23, 2018

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Brandy Usick, Director, Student Accessibility Services

**RE:** **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(Departments of Biological Sciences, Chemistry, German and Slavic Studies, Oral Biology,  
Statistics, and Natural Resources Institute)

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At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on March 15, 2018:

- Department of Biological Sciences: M.Sc. and Ph.D. in Biological Sciences
- Department of Chemistry: M.Sc. and Ph.D. in Chemistry
- Department of German and Slavic Studies: M.A. in German, M.A. in Slavic Studies
- Natural Resources Institute: M.N.R.M. and Ph.D. in Natural Resources Management
- Department of Oral Biology: M.Sc. and Ph.D. in Oral Biology
- Department of Statistics: M.Sc. and Ph.D. in Statistics

Proposed BFAR Statements for graduate programs in the Department of German and Slavic Studies were endorsed by the Faculty of Arts Executive Committee on September 1, 2017. Proposed BFAR statements for graduate programs in other departments were endorsed by the relative Department / Institute Council on the dates indicated: Department of Biological Sciences (February 27, 2018), Department of Chemistry (February 16, 2018), Department of Oral Biology (February 16, 2018), Department of Statistics (June 6, 2017), Natural Resources Institute (January 10, 2018).

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc

cc:

Dean S. Baum  
Prof. M. Benbow  
Prof. K. Duan  
Ms. C. Hadaller  
Dean N. Halden  
Prof. S. Harris

Prof. V. Nemykin  
Prof. J. Sinclair  
Dean J. Taylor  
Dr. M. Torchia  
Prof. L. Wang  
Prof. J. Waterman

Prof J. van Wijngaarden



UNIVERSITY  
OF MANITOBA

Department of Biological  
Sciences

424 Biological Sciences Bldg  
50 Sifton Rd.  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 272-1678  
Fax (204) 474-7604

27 February 2018

Dr. Todd Mondor  
Faculty of Graduate Studies  
University of Manitoba

Re: Departmental approval of BFARs

At the Biological Sciences Departmental Council meeting held on 27 February 2018, a motion was approved by the Biological Sciences Department to adopt the BFARs proposed by the Faculty of Graduate Studies without any changes or additions to the default requirements.

Sincerely,

Dr. Jane Waterman,  
Professor & Associate Head (Graduate Studies)  
[Jane.Waterman@umanitoba.ca](mailto:Jane.Waterman@umanitoba.ca)

cc: Steven Harris, Ivan Oresnik, Cheryl Hadaller





UNIVERSITY  
OF MANITOBA

Department of Chemistry

Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone 204-474-9321  
Fax. 204-474-7608

Dear Dean Mondor:

At our Department Council meeting on February 16<sup>th</sup> 2018, a motion was approved that the Department of Chemistry adopt the Faculty of Graduate Studies BFARs without additions.

Sincerely,

Jennifer van Wijngaarden  
Associate Head (Graduate)

cc: Cheryl Hadaller, Ivan Oresnik, Viktor Nemykin, Keith Travis



## BFAR Statements and Rationales

BFAR Category/Broad Area	BFAR Statement	Rationale	Taught	Assessed
Cognitive	Student must demonstrate a working comprehension of how established techniques of inquiry / critical analysis are used to interpret knowledge in German and Slavic Studies.	Within the discipline the basic way for a student to demonstrate competence is to decide on an appropriate research methodology, to situate the research within a specific theoretical framework, and conduct a critical review of available research on the selected topic. The two required theory classes introduce the student to the variety of theories and methodologies in the fields of German and Slavic Studies.	GRMN 7200 GRMN 7210 SLAV 7200 SLAV 7210 To a lesser extent in the nine further credit hours of coursework required	In course work assignments, thesis prospectus, thesis, thesis defense
Cognitive	Student must demonstrate the ability to generalize and synthesize prior knowledge and experience in order to apply it in different settings and novel situations at a level commensurate with an M.A. in German and Slavic Studies.	The most common model to show mastery of the field is the ability to produce a research paper that demonstrates both awareness of existing scholarship and simultaneously the ability to generate original insights and knowledge. A demonstration of such awareness and ability is also required in the student's reviews of existing research, selection of an M.A. thesis topic, and writing of an M.A. thesis.	GRMN 7200 GRMN 7210 SLAV 7200 SLAV 7210 In the nine further credit hours of coursework required	In course work assignments, thesis prospectus, thesis, thesis defense

Cognitive	Student must demonstrate a critical awareness of current problems and/or new insights in the discipline of German and Slavic Studies at a level commensurate with an M.A. degree.	This constitutes a fundamental component of the way new knowledge is generated in the field.	GRMN 7200 GRMN 7210 SLAV 7200 SLAV 7210 To a lesser extent in the nine further credit hours required	In course work assignments, thesis prospectus, thesis, thesis defense
Skills and Abilities	Student must demonstrate the ability to undertake and produce original and independent research at the level of an M.A. degree in German and Slavic Studies.	A standard requirement of every M.A. thesis in the field is the ability to gather and process information independently and to develop a fresh approach and original argument.	GRMN 7200 GRMN 7210 SLAV 7200 SLAV 7210 To a lesser extent in the nine further credit hours required	Thesis (thesis prospectus; thesis defense)
Skills and Abilities	Student must produce text in a variety of formats.	To show competence in the discipline the student must be able to produce a research paper (for course work), a thesis prospectus, an M.A. thesis, reviews of existing research, and commentary on examined texts.	All coursework	Course assignments, M.A. thesis (and prospectus)
Skills and Abilities	Student must develop and support sustained arguments in texts at a level commensurate with an M.A. in German and Slavic Studies.	It is a fundamental requirement of the discipline that the student must be able to produce research texts in essay form (written course work, thesis prospectus, M.A. thesis) in a way that demonstrates an ability to handle and extend critical exposition.	All coursework	Course assignments, M.A. thesis (and prospectus)

Skills and Abilities	Student must demonstrate the skills to apply theory. Student must demonstrate the ability to understand and use applicable techniques for research and academic inquiry as appropriate to the level of an M.A. degree in German and Slavic Studies.	The fundamental way of showing competence in the discipline is the M.A. thesis in which the student situates their research within or relates it to existing theoretical and methodological frameworks.	GRMN 7200 GRMN 7210 SLAV 7200 SLAV 7210	Research project papers in GRMN 7200 and GRMN 7210, SLAV 7200 and SLAV 7210; Master's Thesis (thesis prospectus; thesis defense)



UNIVERSITY  
OF MANITOBA

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


303-70 Dysart Road  
Winnipeg, Manitoba  
Canada R3T 2M6  
Telephone (204) 474-8373  
Fax (204) 261-0038



## MEMORANDUM

January 17, 2018

**TO:** Dr. Todd Mondor, Dean, Faculty of Graduate Studies

**FROM:** Dr. John Sinclair, Acting Director, Natural Resources Institute 

**RE:** **Bona Fide Academic Requirements (BFARs)**

---

The Natural Resources Institute reviewed and discussed the Senate-approved BFARs for the Faculty of Graduate Studies at its Institute Council meeting on January 10<sup>th</sup>, 2018, and it was determined that they fully meet the requirements for the NRI MNRM and PhD programs. Therefore, a motion was approved to adopt the BFARs of the Faculty of Graduate Studies as the umbrella BFARs for the NRI.

Please let me know if there's anything further required of us to move this initiative forward.

Thank you.

**Cc:** Dr. Norman Halden, Dean, Clayton H. Riddell Faculty of Environment, Earth, and Resources  
Dr. Mary Benbow, Associate Dean (Academic), Clayton H. Riddell Faculty of Environment, Earth, and Resources



UNIVERSITY  
OF MANITOBA

Rady Faculty of  
Health Sciences

**College of Dentistry**

Department of Oral Biology  
D33-780 Bannatyne Avenue  
Winnipeg, Manitoba  
Canada R3E 0W2  
Telephone: (204)789-3705  
Fax: (204)789-3913

23 February, 2018

Dr. Todd Mondor  
Dean, Faculty of Graduate Studies  
University of Manitoba

Dear Dr. Mondor:

I'm writing to inform you that, at a recent department council meeting, we have determined that the BFARs from FGS fully meet the requirements for Oral Biology graduate programs.

Our council members unanimously supported this decision. Please let me know if you have any questions.

Thank you.

Sincerely,

Kangmin Duan (PhD)  
Associate Professor, Graduate Chair  
Department of Oral Biology  
Rady Faculty of Health Sciences  
University of Manitoba  
D35B, 780 Bannatyne Ave, Winnipeg, MB R3E 0W2  
Tel: (204)272-3185  
Fax: (204)789-3913  
Lab homepage: <http://home.cc.umanitoba.ca/~duank>



## Department of Statistics

318 Machray Hall  
186 Dysart Road  
Winnipeg, Manitoba  
Canada R3T2N2  
204-474-9826  
stats\_dept@umanitoba.ca

### MEMORANDUM

**DATE:** February 28, 2018  
**TO:** Dr. Todd Mondor, Dean, Faculty of Graduate Studies  
**FROM:** Dr. Liqun Wang, Department Head *Liqun Wang*  
**RE:** **The FGS Bonafide Academic Requirements**

---

The Statistics Department Council has met, considered, and approved the Faculty of Graduate Studies Bonafide Academic Requirements as sufficient for its graduate programs.



UNIVERSITY  
OF MANITOBA

Office of the University Secretary  
312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Fax (204) 474-7511

**DATE:** March 23, 2018

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Brandy Usick, Director, Student Accessibility Services

**RE:** **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(School of Art)

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At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the Master of Fine Arts degree, School of Art, as endorsed by the Implementation Working Group at its meeting on January 17, 2018:

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc

cc: Prof. P. Hess  
Dr. M. Torchia  
Ms. C. Hadaller



## BFAR Statements and Rationales

Program: School of Art MFA

Liaison: Grace Nickel

BFAR Category/Broad Area	BFAR Statement	Rationale	Taught	Assessed
Cognition	Students must conceptualize, develop, research, and realize a significant creative project of original artistic work within the context of contemporary art practice and theory, and design and curate its exhibition.	Students need to demonstrate their abilities in executing a creative project, working towards a thesis exhibition and a written thesis statement that demonstrate evidence of a synthesis of research and ideation, coupled to a coherent interrelationship of such within a chosen method and material base.	STDO 7010 Studio Concentration 1 (3 credit hours) STDO 7020 Studio Concentration 2 (3) STDO 7030 Studio Concentration 3 (3) STDO 7040 Studio Concentration 4 (3) STDO 7110 Graduate Seminar 1 (3) STDO 7120 Graduate Seminar 2 (3) STDO 7130 Graduate Seminar 3 (3) Graduate level (7000) electives (6) [See note*]	STDO 7010 Studio Concentration 1 (3 credit hours) STDO 7020 Studio Concentration 2 (3) STDO 7030 Studio Concentration 3 (3) STDO 7040 Studio Concentration 4 (3) STDO 7110 Graduate Seminar 1 (3) STDO 7120 Graduate Seminar 2 (3) STDO 7130 Graduate Seminar 3 (3) Graduate level (7000) electives (6) [See note*]
	Students must demonstrate a critical understanding of the philosophical, historical, political, social, and economic contexts of art and material culture.	Students need to understand these contexts in order to develop an informed contemporary artistic and/or academic professional practice.		
	Students must demonstrate knowledge, understanding, and self-reflexive use of critical perspectives and positions within broader critical frameworks.	Students need to be able to analyze their own artwork as demonstrated through self-reflection and criticism, including talking and writing about it, in order to continue a rigorous practice and engage in critical dialogue in the various contexts of the professional art world.		
	Students must demonstrate a detailed knowledge of appropriate research methods used in the acquisition, analysis, and synthesis of source materials.	Familiarity with research methods will allow students to continue studying source material and its potential in an engaged, informed, and inventive manner once in professional practice.		
	Students must demonstrate an ability to investigate, utilize, and evaluate primary sources and secondary sources including written and visual texts to advance perspectives in independently generated research topics.	Students need to be informed of primary and secondary sources in order to continue in-depth, self-directed, independent research once they have embarked on their own professional practice.		

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Skills and Abilities	Students must present a thesis proposal at the end of the first year of the MFA program.	Upon completion of the first year of the MFA Program, students are expected to enter into their second year with a well-defined thesis proposal in preparation for their thesis exhibition and thesis defense. Presenting the thesis proposal orally provides practice for their final oral thesis defence and begins to prepare students for publicly speaking about their work once in professional life.	STDO 7010 Studio Concentration 1 (3 credit hours) STDO 7020 Studio Concentration 2 (3) STDO 7030 Studio Concentration 3 (3) STDO 7040 Studio Concentration 4 (3) STDO 7110 Graduate Seminar 1 (3) STDO 7120 Graduate Seminar 2 (3) STDO 7130 Graduate Seminar 3 (3) GRAD 7200 MFA Thesis / Studio Exhibition (no credit hours) Graduate level (7000) electives (6) [See note*]	STDO 7010 Studio Concentration 1 (3 credit hours) STDO 7020 Studio Concentration 2 (3) STDO 7030 Studio Concentration 3 (3) STDO 7040 Studio Concentration 4 (3) STDO 7110 Graduate Seminar 1 (3) STDO 7120 Graduate Seminar 2 (3) STDO 7130 Graduate Seminar 3 (3) GRAD 7200 MFA Thesis / Studio Exhibition (no credit hours) Graduate level (7000) electives (6) [See note*]
	Students must communicate ideas and information in real time, in a range of presentation contexts through visual, written, and oral forms in a range of presentation contexts, culminating in a public thesis exhibition, a supporting written thesis statement, and an oral thesis defence, formalizing two years of studio-based research and practice.	Upon completion of the MFA Program, students are expected to be well-prepared to enter into artistic and/or academic life. In professional life they will be expected to create exhibition proposals and grant proposals, exhibit their work publicly, and speak and write critically about their practice.		
	Students must apply complex practical knowledge of creative processes and materials used in contemporary art at a master's level.	By gaining a broad practical knowledge of materials and experimenting with new processes while in the MFA program, students will be prepared to build and expand upon this knowledge in their own professional practice.		
	Students must be capable of integrating conceptual and practical knowledge through the realization of creative works at a master's level.	Students are expected to develop an ability to integrate concept, material, and process in order to successfully realize their artistic intentions in a professional art practice.		

\* Note: Two graduate-level (7000) elective courses must be taken, supporting studio practice and research (3 credit hours each). These elective courses may be taken in another faculty with committee permission. Approved graduate-level elective courses that can be taken in the School of Art may include:

- STDO 7210 Themes in Contemporary Art Studio (3)
- STDO 7230 Contemporary Art Theory (3)
- STDO 7300 Special Topics in Fine Art (3)

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UNIVERSITY  
OF MANITOBA

Office of the University Secretary  
312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Fax (204) 474-7511

**DATE:** April 18, 2018

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Brandy Usick, Director, Student Accessibility Services

**RE:** **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(Department of Environment and Geography)

---

At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on April 12, 2018:

- Department of Environment and Geography: M.Env. and M.Sc. in Environment and Geography;  
M.A. and Ph.D. in Geography

Proposed BFAR Statements for graduate programs in the Department of Environment and Geography were endorsed by the Faculty of Council of the Faculty of Environment, Earth, and Resources on March 26, 2018.

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc

cc: Prof. M. Benbow  
Ms. C. Hadaller  
Dean N. Halden  
Prof. M. Hanson  
Dr. M. Torchia



UNIVERSITY  
OF MANITOBA

Department of  
Environment and Geography

220 Sinnott Building  
70A Dysart Road  
Winnipeg, Manitoba  
Canada R3T 2N2  
Ph: 204-474-9667  
Fax: 204-474-7699  
[environment\\_geography@umanitoba.ca](mailto:environment_geography@umanitoba.ca)

March 19, 2018

Dear Dr. Benbow,

The Department of Environment and Geography has unanimously approved the adoption of the Faculty of Graduate Studies recommended Bona Fide Academic Requirements (BFAR). The adoption of the BFARs was recommended by the department's Graduate Selection Committee, and approval took place at Departmental Council on January 29<sup>th</sup>, 2018. The specific BFARs can be found below.

Sincerely,

Dr. Mark Hanson  
Acting Head, Environment and Geography

## BONAFIDE ACADEMIC REQUIREMENTS (BFAR)

The following Bona Fide Academic Requirements (BFAR) represent the core academic requirements a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills. Students must also meet additional requirements that may be specified for their program.

Students must meet requirements as outlined in both BFARs and Supplementary Regulation documents as approved by Senate.

Unless otherwise indicated, students may elect to complete any/all of the following requirements with or without appropriate and authorized assistive technology/aids. Students must consult Student Accessibility Services (SAS) regarding authorization for these procedures.

BFAR Statement	Taught	Assessed
Student must successfully complete a co-operative experience or practicum, if required by their program.	Master's <u>GRAD 7030</u>	<u>GRAD 7030</u>
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.	<u>GRAD 7010</u> <u>GRAD 7050</u> <u>GRAD 7090</u> <u>GRAD 7200</u>	<u>GRAD 7010</u> <u>GRAD 7050</u> <u>GRAD 7090</u> <u>GRAD 7200</u> Examining/Adjudication Committee
Student must produce a recorded/published thesis commensurate with degree being sought.	Master's <u>GRAD 7000</u> Doctoral <u>GRAD 8000</u>	<u>GRAD 7000</u> <u>GRAD 8000</u>
Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.	Master's <u>GRAD 7000</u> Doctoral <u>GRAD 8000</u>	<u>GRAD 7000</u> <u>GRAD 8000</u>
Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.	<u>GRAD 8010</u>	<u>GRAD 8010</u>
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	<u>GRAD 7500</u>	<u>GRAD 7500</u>
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non- maleficence in the work that they conduct.	<u>GRAD 7300</u>	<u>GRAD 7300</u>
Student must complete coursework as required by their program.		

These can be found online at:  
<http://crscalprod.ad.umanitoba.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=320&chapterid=3790&topicgroupid=20417&loaduseredits=False>



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312 Administration Building  
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Fax (204) 474-7511

**DATE:** May 2, 2018

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Brandy Usick, Director, Student Accessibility Services

**RE:** **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(Department of Geological Sciences)

---

At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on April 12, 2018:

- Department of Geological Sciences: M.Sc. and Ph.D. in Geological Sciences

Proposed BFAR Statements for graduate programs in the Department of Geological Sciences were endorsed by the Faculty of Council of the Faculty of Environment, Earth, and Resources on March 26, 2018.

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc

cc: Prof. M. Benbow  
Prof. N. Chow  
Ms. C. Hadaller  
Dean N. Halden  
Dr. M. Torchia



UNIVERSITY  
OF MANITOBA

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

Dean's Office  
440 Wallace Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone: 204-474-7252  
Fax: 204-275-3147  
Riddell.Faculty@umanitoba.ca

March 27, 2018

Dr. Todd Mondor, Vice Provost (Graduate Education) and Dean,  
Faculty of Graduate Studies  
University of Manitoba

Dear Dr. Mondor:

Re: Graduate Bona Fide Academic Requirements (BFARs)

Please find attached the BFARs for the graduate units of the Clayton H. Riddell Faculty of Environment, Earth, and Resources. These were passed at the Faculty Council of March 26<sup>th</sup>, 2018.

Sincerely,

Dr. Norman Halden, Ph.D., P.Geo., F.G.S., Dean  
Clayton H. Riddell Faculty of Environment, Earth, and Resources

Attachments

**BONAFIDE ACADEMIC REQUIREMENTS  
FOR THE DEPARTMENT OF GEOLOGICAL SCIENCES**

The Department of Geological Sciences has identified the following Bonfide Academic Requirements (BFAR) as the core academic requirements that a graduate student must acquire in order to gain and demonstration acquisition of essential knowledge and skills.

Students must meet the following requirements in addition to meeting those set by the Faculty of Graduate Studies (FGS). Please refer to the FGS Academic Guide for further information.

	<b>BFAR STATEMENT</b>	<b>RATIONALE</b>	<b>TAUGHT</b>	<b>ASSESSED</b>
1	Students must successfully complete a thesis proposal in the field of geological sciences, at a level commensurate with the degree sought.	Demonstrates essential knowledge and understanding to begin thesis research; research competence is essential for a geoscientist.	Self-study for thesis proposal, with guidance from advisory committee.	Advisory Committee.
2	Students in a doctoral program must pass a candidacy examination, testing depth and breadth of knowledge in geological sciences.	Demonstrates essential knowledge and understanding at the doctoral level; depth and breadth of knowledge are essential for a doctoral-level geoscientist.	Self-study for doctoral candidacy exam, with guidance from advisory committee (GRAD 8010).	Examining Committee (GRAD 8010).
3	Students must produce a recorded/published thesis in the field of geological sciences, commensurate with the degree sought.	Demonstrates essential knowledge, skills, and abilities necessary to conduct and complete research; research competence is essential for a geoscientist.	Master's thesis research, with guidance from advisory committee (GRAD 7000). Doctoral thesis research, with guidance from advisory committee (GRAD 8000).	Examining Committee (GRAD 7000). Examining committee (GRAD 8000).
4	Students must successfully defend their thesis in the field of geological sciences, in real time.	Demonstrates essential knowledge, skills, and abilities necessary to conduct and complete research; research competence is essential for a geoscientist.	Master's thesis research, with guidance from advisory committee (GRAD 7000). Doctoral thesis research, with guidance from advisory committee (GRAD 8000).	Examining committee (GRAD 7000). Examining committee (GRAD 8000).

	<b>BFAR STATEMENT</b>	<b>RATIONALE</b>	<b>TAUGHT</b>	<b>ASSESSED</b>
5	Students must demonstrate knowledge, skills, and abilities essential to geological sciences at a level commensurate with the degree sought.	Demonstrates knowledge, skills, and abilities necessary for completion of program and success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory Committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).
6	Students must demonstrate a thorough understanding of a substantial body of knowledge that is at the forefront of geological sciences, at a level commensurate with the degree sought.	Demonstrates essential knowledge and understanding necessary for completion of program and success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory Committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).
7	Students must demonstrate a critical awareness of current problems and new insights at the forefront of geological sciences.	Demonstrates essential knowledge necessary for completion of program and success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory Committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).
8	Students must demonstrate a working comprehension of how established techniques of inquiry are used to interpret knowledge in geological sciences.	Demonstrates essential skills and abilities necessary for completion of program and success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory Committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).



	<b>BFAR STATEMENT</b>	<b>RATIONALE</b>	<b>TAUGHT</b>	<b>ASSESSED</b>
9	Students must achieve and demonstrate overall competence in geological methodologies relating to research design, data collection and management, analysis, and result interpretation, at a level commensurate with the degree sought.	Demonstrates essential skills and abilities necessary for research and completion of program, and success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory Committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).
10	Students must generate, document, and interpret data through observation and analysis of materials and phenomena related to geological sciences.	Demonstrates essential skills and abilities necessary for research; research competence is essential for a geoscientist.	Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). GEOL 7760 and other courses approved for student's program.	Examining committee (GRAD 7000). Examining committee (GRAD 8000). Course instructors (GEOL 7760 and other courses approved for student's program).
11	Students must demonstrate geological problem-solving skills including identifying problems, evaluating possible outcomes, selecting appropriate solutions, and providing logical rationales to support the selection at a level commensurate with the degree sought.	Demonstrates essential skills necessary for research and completion of program, and success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).
12	Students must demonstrate the ability to understand and use applicable techniques for scientific inquiry, research, and effective communication as appropriate to geological sciences, at a level commensurate with the degree sought.	Demonstrates essential abilities necessary for research and communication, and success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).

	<b>BFAR STATEMENT</b>	<b>RATIONALE</b>	<b>TAUGHT</b>	<b>ASSESSED</b>
13	Students must demonstrate the skills to apply scientific theory, models, and evidence to geological problems and data at a level commensurate with the degree sought.	Demonstrates essential skills necessary for research and completion of program, and success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).
14	Students must demonstrate the ability to undertake and produce original geological research, advanced scholarship, and independent investigation at a level commensurate with the degree sought.	Demonstrates essential abilities necessary for research; research competence is essential for a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000).	Advisory committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000).
15	Students must develop and support a sustained argument in a well-presented form as appropriate to geological sciences, at a level commensurate with the degree sought.	Demonstrates essential skills and abilities necessary for effective communication and completion of program; essential for success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010).	Advisory committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010).
16	Students must design and deliver appropriate presentations that provide, discuss and defend geological information in a clear and effective manner.	Demonstrates essential skills and abilities necessary for effective communication and completion of program; essential for success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).

	<b>BFAR STATEMENT</b>	<b>RATIONALE</b>	<b>TAUGHT</b>	<b>ASSESSED</b>
17	Students must collaborate in group interactions with their peers, course instructors, advisor(s), advisory committee, examining committee, and members of the public throughout their program in geological sciences.	Demonstrates essential skills and abilities necessary for effective communication and completion of program; essential for success as a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000). Doctoral candidacy exam (GRAD 8010). GEOL 7760 and other courses approved for student's program.	Advisory committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000). Examining committee (GRAD 8010). Course instructors (GEOL 7760 and other courses approved for student's program).
18	Students must conduct geological research in a safe and ethical manner.	Demonstrates essential professionalism necessary for research; research competence is essential for a geoscientist.	Thesis proposal. Master's thesis (GRAD 7000). Doctoral thesis (GRAD 8000).	Advisory committee. Examining committee (GRAD 7000). Examining committee (GRAD 8000).



**DATE:** May 18, 2018

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Brandy Usick, Director, Student Accessibility Services

**RE:** **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(Departments of Curriculum, Teaching and Learning; Educational Administration,  
Foundations and Psychology; Medical Microbiology and Infectious Diseases; Physics and  
Astronomy; Physiology and Pathophysiology; and Faculty of Education)

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At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on May 11, 2018. The proposals were endorsed by the respective Department/College/Faculty Councils on the dates indicated.

- ~~Department of Curriculum, Teaching and Learning: M.Ed. (Faculty of Education Council, March 19, 2018)~~
- ~~Department of Educational Administration, Foundations, and Psychology: M.Ed. (Faculty of Education Council, December 18, 2017)~~
- ~~Faculty of Education: Ph.D. (Faculty of Education Council, December 18, 2017)~~
- Department of Medical Microbiology and Infectious Diseases: M.Sc. and Ph.D. in Medical Microbiology and Infectious Diseases
- Department of Physics and Astronomy: M.Sc. and Ph.D. in Physics and Astronomy (Department Council of Physics and Astronomy, April 30, 2018)
- Department of Physiology and Pathophysiology: M.Sc. and Ph.D. in Physiology and Pathophysiology (Graduate Program Committee; Department Head, April 5, 2018)

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate), or either of the Co-Chairs of the Implementation Working Group.

/sc

cc: Dean S. Baum  
Prof. T. B. Ball  
Prof. P. Cattini  
Prof. C. Enns

Prof. K. Fowke  
Prof. G. Gwinner  
Ms. C. Hadaller  
Dean D. Mandzuk

Prof. B. Stamps  
Dr. M. Torchia



Basic Medical Sciences Building  
531-730 William Avenue  
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Canada R3E 0W3  
Telephone (204) 789-3202  
Fax (204) 789-3926

Dear Dr. Mondor,

After approval by the Graduate Studies Committee and our Department Head, Dr. Keith Fowke, the Department of Medical Microbiology and Infectious Diseases wishes to adopt the Template BFAR's proposed by the Faculty of Graduate Studies.

BFAR STATEMENT	TAUGHT	ASSESSED
Student must successfully complete a co-operative experience or practicum, if required by their program.	Master's GRAD 7030	GRAD 7030
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200 Examining / Adjudication Committee
Student must produce a recorded/published thesis commensurate with degree being sought.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.	GRAD 8010	GRAD 8010
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	GRAD 7500	GRAD 7500
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity	GRAD 7300	GRAD 7300

and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non- maleficence in the work that they conduct.		
Student must complete coursework as required by their program.		

Please feel free to contact me if you need any clarification,



T. Blake Ball PhD

Chair: Department of Medical Microbiology and Infectious Diseases Graduate Studies Committee

Associate Professor of Medical Microbiology  
and Adjunct Professor of Immunology  
University of Manitoba

Chief: National Laboratory for HIV Immunology  
National HIV & Retrovirology Laboratories  
Public Health Agency of Canada



## Department of Physics & Astronomy

Dr. Gerald Gwinner  
209 Allen Bldg.  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9856  
Fax (204) 474-7622  
gwinner@physics.umanitoba.ca

Monday, May 7, 2018

*Subj: Bonafide Academic Requirements for the Department of Physics & Astronomy*

Dear Dr. Mondor,

At the Department Council on April 30, 2018, the Department of Physics & Astronomy unanimously voted in favour of adopting the basic FGS BFAR for our department. We do not perceive any need for further requirements at this point.

Sincerely,

Gerald Gwinner

Professor of Physics  
Associate Head (Graduate)  
Chair, Division of Nuclear Physics, Canadian Association of Physicists



UNIVERSITY  
OF MANITOBA

Rady Faculty of  
Health Sciences

Max Rady College of Medicine  
Professor and Head  
Department of Physiology  
& Pathophysiology  
434 BMSB - 745 Bannatyne Av  
Winnipeg Manitoba R3E 0J9  
Phone 204 789 3694  
Email Peter.Cattini@umanitoba.ca

April 5, 2018

Dr. Todd ~~Mendor~~ *Todd*  
Provost & Vice-President (Academic)  
Vice-Provost Graduate Education  
500 University Centre  
Fort Garry Campus  
University of Manitoba

SUBJECT: BFAR - Physiology & Pathophysiology

This letter will confirm that the Department of Physiology & Pathophysiology has elected to adopted the Faculty of Graduate Studies BFAR.

Thank you.

Sincerely,

Peter A. Cattini  
Professor & Head

/gem





**DATE:** June 21, 2018

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Brandy Usick, Director, Student Accessibility Services

**RE:** **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(Departments of Agribusiness and Agricultural Economics; Architecture; Biosystems Engineering; Food and Human Nutritional Sciences; Plant Science; Surgery; Biomedical Engineering Program; and Faculties of Kinesiology and Recreation Management, and Social Work)

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At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on June 14, 2018. The proposals were endorsed by the respective Department/Faculty Councils on the dates indicated.

- Department of Agribusiness and Agricultural Economics: M.Sc. and Ph.D. in Agribusiness and Agricultural Economics (Department Council of Agribusiness and Agricultural Economics, February 26, 2018)
- Department of Architecture: M.Arch. (Department Council of Architecture, April 13, 2018); Ph.D. in Design and Planning (Faculty of Architecture, Doctoral Studies Committee, May 23, 2018)
- Biomedical Engineering Program: M.Sc. and Ph.D. in Biomedical Engineering (Biomedical Engineering Program, April 17, 2018)
- Department of Biosystems Engineering: M.Sc., M.Eng., and Ph.D. in Biosystems (Department Council of Biosystems Engineering, November 10, 2017)
- Department of Food and Human Nutritional Sciences: M.Sc. and Ph.D. in Food Science and Pre-Master's, M.Sc. and Ph.D. in Human Nutritional Sciences (Department Council of Food and Human Nutritional Sciences, March 15, 2018)
- Department of Plant Science: M.Sc. and Ph.D. in Plant Science (Department Council of Plant Science, March 12, 2018)
- Department of Surgery: M.Sc. in Surgery (Department of Surgery Research Advisory Committee, June 4, 2018)
- Faculty of Kinesiology and Recreation Management: M.A. and M.Sc. in Kinesiology and Recreation (Faculty Council of Faculty of Kinesiology and Recreation Management, April 4, 2018)
- Faculty of Social Work: Pre-M.S.W., M.S.W. and Ph.D. in Social Work (Faculty Council of Faculty of Social Work, April 27, 2018)

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate), or either of the Co-Chairs of the Implementation Working Group.

/sc

cc:	Dean J. Beddoes	Prof. L. Landrum	Prof. S. Pistorius
	Dean D. Brown	Prof. J. Paliwal	Prof. C. Rueda
	Prof. L. Ferguson	Prof. J. McPherson	Dean K. Wittenberg
	Ms. C. Hadaller	Dean J. Mulvale	Dr. M. Torchia
	Prof. R. Keijzer		



UNIVERSITY  
OF MANITOBA

Faculty of Agricultural and Food  
Sciences

Department of Agribusiness  
and Agricultural Economics  
353-66 Dafoe Road  
Winnipeg, Manitoba R3T 2N2  
Canada  
Telephone (204) 474-9384  
Fax (204) 261-7251

April 3, 2018

Dr. Jitendra Paliwal  
Associate Dean (Graduate Programs)  
Faculty of Agricultural & Food Sciences  
248B Agric. Bldg.  
University of Manitoba  
Winnipeg, MB R3T 2N2

RE: BFARs – Graduate Programs in Agribusiness & Agricultural Economics

Dear Dr. Paliwal,

The members of the Department of Agribusiness and Agricultural Economics reviewed the BFARs, as created by the Faculty of Graduate Studies (October 18, 2016). During our Department Council meeting held on February 26<sup>th</sup>, 2018, we voted to accept this version without the addition of any department specific requirements.

Please contact me if there are any questions or concerns.

Sincerely,

Derek Brewin,  
Head, Dept. of Agribusiness & Agricultural Economics



UNIVERSITY  
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## Faculty of Architecture

Department of Architecture  
201 Russell Building  
Winnipeg, Manitoba  
Canada R3T 2M6  
Telephone (204) 474-9458  
Fax (204) 474-7532

Date: May 15, 2018

To: Dr. Todd Mondor, Vice Provost (Graduate Education) and Dean, Faculty of Graduate Studies  
c/o Cheryl Hadaller

From: Dr. Lisa Landrum, Associate Head, Department of Architecture *Lisa Landrum*

Re.: Bona Fide Academic Requirements (BFARs) for the Department of Architecture

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At its Department Council meeting of April 13, 2018, the Department of Architecture voted to adopt the basic Senate-approved Bona Fide Academic Requirements for the Faculty of Graduate Studies (attached). We understand this recommendation will be forwarded to the Cooper Commission for review.

Thank you.

Encl. BFARs for the Faculty of Graduate Studies

cc. Carlos Rueda, Head, Dept. of Architecture  
Laura Kryger, Administrative Services, Faculty of Architecture



UNIVERSITY  
OF MANITOBA

Faculty of Architecture

Ph.D. in Design and Planning  
201 Russell Building  
Winnipeg, Manitoba  
Canada R3T 2M6  
Telephone (204) 474-8769  
designandplanning@umanitoba.ca

Date: May 24, 2018

To: Dr. Todd Mondor, Vice Provost (Graduate Education) and Dean, Faculty of Graduate Studies  
c/o Cheryl Hadaller

From: Dr. Lisa Landrum, Associate Dean Research,   
Chair of the Ph.D. in Design and Planning Program, Faculty of Architecture

Re.: Bona Fide Academic Requirements (BFARs) for the Department of Architecture

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At its meeting of May 23, 2018, the Faculty of Architecture's Doctoral Studies Committee voted to adopt the basic Senate-approved Bona Fide Academic Requirements from the Faculty of Graduate Studies (attached), for the Ph.D. in Design and Planning Program. We understand this recommendation will be forwarded to the Cooper Commission for review.

Thank you.

Encl. BFARs for the Faculty of Graduate Studies

cc. Jonathan Beddoes, Dean, Faculty of Architecture  
Laura Kryger, Administrative Services, Faculty of Architecture



UNIVERSITY  
OF MANITOBA

## Graduate Program in Biomedical Engineering

E2-390 Eng. Bldg.  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 5V6  
Telephone (204) 474-9755  
[biomedic@umanitoba.ca](mailto:biomedic@umanitoba.ca)

May 22, 2018

Dr. Todd A. Mondor  
Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies  
500 University Centre  
University of Manitoba  
Winnipeg, MB, CANADA, R3T 2N2

### **Re: Status of Bona Fide Academic Requirement for BME**

Dear Dr. Mondor

The Biomedical Engineering (BME) Unit has determined that the Faculty of Graduate Studies (FGS) Bona Fide Academic Requirements (BFAR) fully meet the requirements for the BME program without any changes or additions.

A vote on the use of the FGS BFAR's was taken at the April 17, 2018 Annual BME Meeting, and the use of the FGS BFAR's for BME were approved by the Unit.

Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely

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Stephen Pistorius  
Professor, Vice Director & Chair: Graduate Committee  
Biomedical Engineering Unit

Cc: Prof. Zahra Moussavi



Faculty of Agricultural  
and Food Sciences

Department of Biosystems Engineering  
E2-376 EITC  
Winnipeg MB R3T 5V6  
CANADA  
Tel: 204-474-6033  
Fax: 204-474-7512

April 3, 2018

Dr. Jitendra Paliwal  
Associate Dean (Graduate Programs)  
Faculty of Agricultural & Food Sciences  
248B Agriculture Building  
University of Manitoba  
Winnipeg, MB R3T 2N2

**RE: BFARS – Graduate Programs in Biosystems Engineering**

Dear Dr. Paliwal,

The members of the Department of Biosystems Engineering reviewed the BFARs, as created by the Faculty of Graduate Studies (October 18, 2016). During our Department Council meeting on November 10, 2017, we voted to accept this version for our M.Sc., M.Eng. & Ph.D. programs without any additional requirements.

Sincerely,

Danny Mann, Ph.D., P.Eng.  
Professor & Head

April 2, 2018

Dr. Jitendra Paliwal  
Associate Dean (Graduate Programs)  
Faculty of Agricultural & Food Sciences  
248B Agriculture Building  
University of Manitoba  
Winnipeg, MB, R3T 2N2

**Re: BFARS – Graduate Programs in Food and Human Nutritional Sciences**

**Dear Dr. Paliwal:**

The members of the Department of Food and Human Nutritional Sciences reviewed the BFARS, as created by the Faculty of Graduate Studies (October 18, 2016). During our Department Council meeting held on March 15, 2018, we voted to accept this version without the addition of any department specific requirements. This decision applies to all graduate programs offered by the Department of Food and Human Nutritional Sciences.

Sincerely,



James D. House, Ph.D.  
Professor and Head,  
Department of Food and Human Nutritional Sciences,  
Faculty of Agricultural and Food Sciences





UNIVERSITY  
OF MANITOBA

Faculty of Agricultural  
and Food Sciences

Department of Plant Science  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone 204-474-8221  
Fax 204-474-7528

April 2, 2018

Dr. Jitendra Paliwal  
Associate Dean (Graduate Programs)  
Faculty of Agricultural & Food Sciences  
248B Agriculture Building  
University of Manitoba  
Winnipeg, MB, R3T 2N2

**RE: BFARS- Graduate Programs in Plant Science**

**Dear Dr. Paliwal**

The members of the Department of Plant Science reviewed the BFARs, as created by the Faculty of Graduate Studies (October 18, 2016). During our Department Council meeting held on March 12<sup>th</sup> 2018 we voted to accept this version with the addition of some department specific requirements. This decision applies to all graduate programs offered by our Department.

Regards,

Claudio Stasolla  
Professor and Associate Department Head



UNIVERSITY  
OF MANITOBA

Faculty of Medicine  
Department of Surgery

Health Sciences Centre  
AE101-820 Sherbrook Street  
Winnipeg, Manitoba  
Canada R3A 1R9  
Telephone 204-787-4587  
Fax 204-787-4884

June 4, 2018

Mr. Todd A. Mondor, Vice Provost & Dean  
Faculty of Graduate Studies  
University of Manitoba  
Winnipeg, Manitoba R3T 2N2

Dear Chair:

**RE: Bona Fide Academic Requirement**

Pursuant to your email sent on January 9, 2018, the Department of Surgery has reviewed the Bona Fide Academic Requirements as proposed by the Faculty of Graduate Studies. An email was sent to all committee members and voted on June 4, 2018, a motion was passed in support of the Department of Surgery adopting the BFARs proposed by the Faculty of Graduate Studies.

Respectfully submitted,

Richard Keijzer,  
Graduate Chair  
Master of Science Program  
Department of Surgery

Cc: Department of Surgery Research Advisory Committee  
Dr. Jack McPherson, head, Department of Surgery



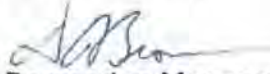
UNIVERSITY  
OF MANITOBA

Faculty of Kinesiology  
and Recreation Management

102 Frank Kennedy Centre  
Winnipeg, Manitoba  
Canada R3T 2N2

**MEMORANDUM**

TO: Dr. Todd Mondor, Dean, Graduate Studies

FROM: Dr. Douglas Brown, Dean,   
Faculty of Kinesiology and Recreation Management

DATE: April 4, 2018

RE: **FKRM Faculty Council – Adoption of FGS BFARs**

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At the April 4, 2018 meeting of the Faculty of Kinesiology and Recreation Management Faculty Council, the following motion was approved:

**THAT FKRM Faculty Council approve the adoption of the Faculty of Graduate Studies BFARs for FKRM graduate students as presented.**

**CARRIED**



## Faculty of Social Work

Faculty of Social Work  
521 Tier Building  
University of Manitoba  
R3T 2N2  
Telephone: 204-474-7050  
Fax: 204-474-7594  
Social\_Work@umanitoba.ca

Date: May 28, 2018

To: Shannon Coyston, Associate University Secretary (Senate)

From: Lyn Ferguson, Associate Dean for Graduate Programs and Research

Re: BFARS approved by the Faculty of Social Work Faculty Council Meeting April 27, 2018

In response to your memo sent on May 18, 2018, please find the requested rationale for the additional BFAR statement on page four of this document.

Please find below two motions passed by our Faculty Council on April 27<sup>th</sup>, 2018.

1. That the Faculty Council of the Faculty of Social Work approves the Senate-approved BFARS for the Faculty of Graduate Studies as applicable to the Ph.D. program of the Faculty of Social Work. Please see page 2.

2. That the Faculty Council of the Faculty of Social Work approves the Senate-approved BFARS for the Faculty of Graduate Studies and the additional BFAR statement passed by the Graduate Committee on Feb. 2, 2018 as summarized on page 3 of this document as applicable to the following programs:

a. Pre-MSW program of the Faculty of Social Work.

b. The following routes to a MSW degree:

Direct Practice with Individuals and Families Cluster;

The Direct Practice with Groups, Networks, and Communities Cluster;

The Leadership, Management and Policy Cluster;

The Indigenous Practice Cluster;

The Research Cluster

## BONAFIDE ACADEMIC REQUIREMENTS FOR THE FACULTY OF GRADUATE STUDIES

The Faculty of Graduate Studies has identified and proposes the following Bona Fide Academic Requirements (BFAR) as the core academic requirements that a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills.

BFAR STATEMENT	TAUGHT	ASSESSED
Student must successfully complete a co-operative experience or practicum, if required by their program.	Master's GRAD 7030	GRAD 7030
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200 Examining / Adjudication Committee
Student must produce a recorded/published thesis commensurate with degree being sought.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.	GRAD 8010	GRAD 8010
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	GRAD 7500	GRAD 7500
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non-maleficence in the work that they conduct.	GRAD 7300	GRAD 7300
Student must complete coursework as required by their program.		

In addition to the above BFAR statements the MSW Graduate Committee has proposed the following BFAR statement to be applicable to the Pre-MSW program and following MSW concentrations:

The Direct Practice with Individuals and Families Cluster;  
The Direct Practice with Groups, Networks, and Communities Cluster;  
The Leadership, Management and Policy Cluster;  
The Indigenous Practice Cluster;  
The Research Cluster (to be deleted after approval by FGS).

BFAR STATEMENT	TAUGHT	ASSESSED
Students must demonstrate the capacity to engage with diverse populations as defined by language, country of origin and Indigenous knowledges and territory, age, gender, culture, sexual orientation, ability, health status, religion and ethnicity.	Pre-Master's:	Pre-Master's:
	SWRK 3100	SWRK 3100
	SWRK 4200	SWRK 4200
	SWRK 6020	SWRK 6020
	SWRK 6030	SWRK 6030
	SWRK 6040	SWRK 6040
	SWRK 6050	SWRK 6050
	SWRK 6060	SWRK 6060
	Master's:	Master's:
	SWRK 7600	SWRK 7600
	SWRK 7610	SWRK 7610
	SWRK 7620	SWRK 7620
	SWRK 7630	SWRK 7630
	SWRK 7640	SWRK 7640
	SWRK 7300	SWRK 7300
	SWRK 7650	SWRK 7650
	SWRK 7660	SWRK 7660
	SWRK 7670	SWRK 7670
	SWRK 7750	SWRK 7750
	SWRK 7780	SWRK 7780
	SWRK 7810	SWRK 7810
	SWRK 7430	SWRK 7430
	SWRK 7440	SWRK 7440
	SWRK 7680	SWRK 7680
	SWRK 7690	SWRK 7690
	SWRK 6010	SWRK 6010
	SWRK 6070	SWRK 6070
	SWRK 7180	SWRK 7180
	SWRK 7190	SWRK 7190
	GRAD 7000	GRAD 7000

The rationale for the Faculty of Social Work additional BFAR statement is found in the CASWE (Canadian Association for Social Work Education)-ACFTS Standards for Accreditation most recently revised and approved by the Board of Directors in August 2014.

<https://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS.Standards-11-2014-1.pdf>

This is found most clearly articulated in the

“Principles Guiding Accreditation of Social Work Education Programs

The purpose of Standards for Accreditation is to ensure excellence in social work education and continuing quality improvement in social work curriculum and pedagogy across Canada. All programs must address the principles that follow.” (CASWE: 2014: 2).

[Principle] “8. Standards encourage and support diversity and social justice in all aspects/domains of social work programs. Diversity throughout this document refers to a range of characteristics including, but not limited to: age, colour, culture, disability/non-disability status, ethnic or linguistic origin, gender, health status, heritage, immigration status, geographic origin, race, religious and spiritual beliefs, political orientation, gender and sexual identities, and socioeconomic status.” (CASWE: 2014: 3).

[Principle] “9. Social work programs acknowledge the importance and complexity of Canadian society, including the dynamics affecting Anglophone, Francophone, Indigenous peoples, and newcomer populations.” (CASWE: 2014: 3).

[Principle] “10. Social work programs acknowledge and challenge the injustices of Canada's colonial history and continuing colonization efforts as they relate to the role of social work education in Canada and the self-determination of the Indigenous peoples.” (CASWE: 2014: 3).



UNIVERSITY  
OF MANITOBA

Office of the University Secretary  
312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Fax (204) 474-7511

**DATE:** August 27, 2018

**TO:** Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies

**FROM:** Co-Chairs of the Implementation Working Group for the Cooper Commission Report,  
Mr. Jeff M. Leclerc, University Secretary  
Ms. Carolyn Christie, Director, Student Accessibility Services

**RE:** **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**  
(Faculty of Law and Department of Occupational Therapy)

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At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on August 23, 2018. The proposals were endorsed by the respective Department/College Councils on the dates indicated.

- Faculty of Law: Master of Laws (Faculty Council of Faculty of Law, July 5, 2018)
- Department of Occupational Therapy: Master of Occupational Therapy (College of Rehabilitation Sciences Council, October 30, 2017)

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate), or either of the Co-Chairs of the Implementation Working Group.

/sc

cc: Dean J. Black-Branch  
Dean R. Urbanowski  
Prof. L. Leclair  
Ms. C. Hadaller  
Prof. M. Torchia





Robson Hall  
Winnipeg, Manitoba  
Canada, R3T 2N2  
Fax (204) 474-7580

**DATE:** July 25, 2018  
**TO:** Cooper Commission Implementation Working Group  
**FROM:** Associate Dean Donn Short  
**SUBJECT:** Faculty of Law BFAR Recommendations  
**CC:** Jonathan Black-Branch, Dean

On July 5, 2018, Law Faculty Council approved a motion to adopt the Faculty of Graduate Studies BFARs without the addition of any Faculty specific requirements.

Thank you.

## MOT Bona Fide Academic Requirement Statements

**Rationale for Bona Fide Academic Requirements (BFARs)** - All of the BFARs listed in this table are considered a requirement for occupational therapy practice as established through the Canadian Association of Occupational Therapists document – [Profile of Occupational Therapy Practice in Canada](#) (2012) and the Association of Canadian Occupational Therapy Regulatory Organizations - [Essential Competencies of Practice for Occupational Therapists in Canada](#) (2011). The Master of Occupational Therapy program is accredited by the Canadian Association of Occupational Therapists Academic Credentialing Council. *The Profile of Occupational Therapy Practice in Canada* serves as a guiding document for program accreditation. The College of Occupational Therapists of Manitoba, a member of the Association of Canadian Occupational Therapy Regulatory Organizations, registers occupational therapists in Manitoba who meet established education and practice standards as outlined in the *Essential Competencies of Practice for Occupational Therapists in Canada*.

**Cognition - The cognition category includes:** knowledge; problem solving; decision making; critical thinking; application; analysis; etc.

BFAR Statement	Taught	Assessed
1. Students must demonstrate the ability to understand and apply theoretical knowledge and technical expertise to work collaboratively with their peers, faculty, clients, and colleagues.	OT 6110	OT 6110
	OT 6120	OT 6120
	OT 6200	OT 6200
	OT 6320	OT 6300
	OT 6400	OT 6320
	OT 7540	OT 6330
	OT 7560	OT 6400
	OT 7600	OT 7540
	OT 7740	OT 7560
	OT 7750	OT 7600
	OT 7760	OT 7740
	OT 7800	OT 7750
		OT 7760
		OT 7800

BFAR Statement	Taught	Assessed
<p>2. Students must understand, recall and apply knowledge and skills to analyze, integrate, and synthesize information relevant to the profession of occupational therapy.</p>	OT 6100 OT 6110 OT 6130 OT 6310 OT 6320 OT 6330 OT 6350 OT 7540 OT 7560 OT 7570 OT 7750 OT 7760 OT 7770	OT 6100 OT 6110 OT 6130 OT 6300 OT 6310 OT 6320 OT 6350 OT 6190 OT 6330 OT 7540 OT 7560 OT 7570 OT 7750 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
<p>3. Students must demonstrate the ability to comprehend multidimensional and spatial relationships (e.g. physiological joint movements).</p>	OT 6300 OT 6310 OT 7570 OT 7770	OT 6300 OT 6310 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
<p>4. Students must demonstrate problem solving skills, critical and conceptual thinking and judgment relevant to the profession of occupational therapy.</p>	OT 6100 OT 6300 OT 6130 OT 6320 OT 6330 OT 7560 OT 7570 OT 7770	OT 6100 OT 6130 OT 6330 OT 6320 OT 6300 OT 7560 OT 7570 OT 7770

BFAR Statement	Taught	Assessed
	OT 6200 OT 6400 OT 7600 OT 7800	OT 6200 OT 6400 OT 7600 OT 7800
5. Students must demonstrate the ability to manage multiple, potentially competing demands relevant to the profession of occupational therapy.	OT 7570 OT 7750 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6310 OT 7570 OT 7750 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
6. Students must accurately assess and reflect on their own performance to further direct their learning.	OT 6120 OT 6140 OT 7540 OT 7560 OT 7570 OT 7740 OT 7760 OT 7770	OT 6120 OT 6130 OT 6140 OT 6310 OT 6330 OT 7540 OT 7560 OT 7570 OT 7740 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800 Learning portfolio
7. Students must critically evaluate and act in accordance with the ethical beliefs, values and attitudes of the profession of occupational therapy.	OT 6100 OT 6120 OT 6130 OT 6140 OT 6310 OT 6320	OT 6100 OT 6120 OT 6130 OT 6140 OT 6310 OT 6320

BFAR Statement	Taught	Assessed
	OT 6330 OT 7540 OT 7570 OT 7740 OT 7750 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6330 OT 7540 OT 7570 OT 7740 OT 7750 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
8. Students must synthesize the knowledge, skills and attitudes required for the development and provision of quality occupational therapy practice within the various systems and environments that occupational therapists practice.	OT 6130 OT 6310 OT 6330 OT 7540 OT 7570 OT 7740 OT 7760 OT 7770 OT 6400 OT 7600 OT 7800	OT 6130 OT 6310 OT 6330 OT 7540 OT 7570 OT 7760 OT 7770 OT 6400 OT 7600 OT 7800
9. Students must critically appraise, synthesize and integrate current evidence from literature, best practice guidelines, experience, and client perspective into occupational therapy practice.	OT 6100 OT 6110 OT 6310 OT 6320 OT 6350 OT 7540 OT 7560 OT 7740 OT 7760 OT 7770 OT 6400 OT 7600 OT 7800	OT 6100 OT 6110 OT 7760 OT 6300 OT 6310 OT 6320 OT 6350 OT 7540 OT 7560 OT 7570 OT 7770 OT 6400 OT 7600

BFAR Statement	Taught	Assessed
		OT 7800
<p>10. Students must appraise, integrate, and apply philosophical values, beliefs, theoretical concepts, models and frames of reference related to occupation, occupational performance and occupational engagement.</p>	OT 6110 OT 6120 OT 6320 OT 7540 OT 7560 OT 7570 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6110 OT 6120 OT 6320 OT 7540 OT 7560 OT 7570 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
<p>11. Students must analyze, integrate and apply knowledge of individuals, families, groups, communities, populations and environments that relate to facilitating occupational performance and engagement.</p>	OT 6310 OT 6320 OT 7540 OT 7560 OT 7570 OT 7740 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6310 OT 6320 OT 7540 OT 7560 OT 7740 OT 7760 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
<p>12. Students must demonstrate the ability to examine, integrate, select and implement components of the occupational therapy process to enable occupation for a variety of clients.</p>	OT 6300 OT 6310 OT 7540 OT 7560 OT 7570 OT 7760 OT 7770 OT 6200 OT 6400	OT 6300 OT 6310 OT 7540 OT 7560 OT 7760 OT 7570 OT 7770 OT 6200 OT 6400

BFAR Statement	Taught	Assessed
	OT 7600 OT 7800	OT 7600 OT 7800
13. Students must demonstrate the ability to engage clients in decisions about their own care, services, programs and policies.	OT 6120 OT 6140 OT 6310 OT 7540 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6120 OT 6140 OT 6310 OT 7540 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
14. Students must participate in the creation, translation and dissemination of knowledge that supports research, service and program evaluation.	OT 6310 OT 6350 OT 7540 OT 7740 OT 7750 OT 7770	OT 6310 OT 6350 OT 7540 OT 7740 OT 7750
15. Students must access, interpret and communicate knowledge and evidence about occupational therapy to clients, families, and interdisciplinary teams.	OT 6350 OT 7560 OT 7760 OT 7770	OT 7560 OT 7760
16. Students must learn to integrate and apply knowledge and skills to influence individual, social and political change that enables the advancement of occupation, occupational engagement and client participation.	OT 6120 OT 6310 OT 7540 OT 7570 OT 7740 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6120 OT 6310 OT 7540 OT 7570 OT 7740 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800

BFAR Statement	Taught	Assessed
<p>17. Students must generalize and synthesize prior knowledge and experience within classroom and practice settings in order to apply it in different learning and practice environments (that include novel situations) at a level commensurate with the degree sought.</p>	OT 6100 OT 6320 OT 7540 OT 7570 OT 7740 OT 7760 OT 7770	OT 6100 OT 6190 OT 6310 OT 6320 OT 7540 OT 7570 OT 7740 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
<p>18. Students must demonstrate a thorough understanding of a substantial body of knowledge that is at the forefront of occupational therapy practice.</p>	OT 6350 OT 7560 OT 7570 OT 7740 OT 7750 OT 7760 OT 7770	OT 6130 OT 6330 OT 7560 OT 7570 OT 7740 OT 7750 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
<p>19. Students must demonstrate a critical awareness of current problems and/or new insights at the forefront of occupational therapy practice.</p>	OT 6110 OT 6120 OT 7570 OT 7740 OT 7760 OT 7770	OT 6110 OT 7570 OT 7740 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800



BFAR Statement	Taught	Assessed
20. Students must design and deliver presentations in a variety of formats, including face-to-face; discussing, defending, and presenting information in a clear and articulate manner.	OT 6120 OT 6140 OT 7740 OT 7750	OT 6120 OT 6140 OT 7740 OT 7750

**Skills & Abilities** - The skills and abilities category includes communication; observation; perception; motor/tactile function; psychomotor; physical; etc.

BFAR Statement	Taught	Assessed
<p>21. Students must demonstrate the ability to communicate and observe in order to efficiently elicit information, and observe non-verbal communication and behavior relevant to the profession of occupational therapy.</p>	<p>OT 6140 OT 6300 OT 6310 OT 7540 OT 7560 OT 7570 OT 7740 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800</p>	<p>OT 6140 OT 6300 OT 6310 OT 7540 OT 7560 OT 7570 OT 7740 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800</p>
<p>22. Students must demonstrate the ability to communicate effectively and sensitively and collaborate one on one, and in groups with fellow students, faculty, clients, families and all members of the health care team.</p>	<p>OT 6120 OT 6130 OT 6140 OT 6310 OT 6330 OT 6350 OT 7540 OT 7560 OT 7570 OT 7740 OT 7750 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800</p>	<p>OT 6130 OT 6140 OT 6300 OT 6310 OT 6320 OT 6330 OT 6350 OT 7540 OT 7560 OT 7570 OT 7740 OT 7750 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800</p>

BFAR Statement	Taught	Assessed
23. Students must demonstrate the interpersonal skills required to effectively engage and motivate clients and families.	OT 6120 OT 6140 OT 7540 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6140 OT 6300 OT 7540 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
24. Students must demonstrate the ability to coherently summarize a client's condition, assessment and intervention plan verbally and in text (handwriting and /or electronically) to maintain clear, accurate and appropriate records of client encounters and action plans that comply with regulatory and organizational record keeping standards.	OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
25. Students must demonstrate the ability to communicate at a level necessary to facilitate client safety, informed decision-making and independent and ethical interaction with clients as required by the profession of occupational therapy.	OT 6140 OT 7540 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6130 OT 6140 OT 6300 OT 6330 OT 7540 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
26. Students must demonstrate the ability to gather information about a client's status that is typically acquired through visual, auditory and tactile senses. Gathering information may include activities such as reading charts or other written documentation, listening to clients, observing body language, palpating parts of the body, and use of assessment tools as relevant to the profession of occupational therapy.	OT 6130 OT 6140 OT 6310 OT 6330 OT 7540 OT 7570 OT 7770 OT 6200 OT 6400	OT 6130 OT 6140 OT 6310 OT 6330 OT 6300 OT 7540 OT 7570 OT 7770

<b>BFAR Statement</b>	<b>Taught</b>	<b>Assessed</b>
	OT 7600 OT 7800	OT 6200 OT 6400 OT 7600 OT 7800
27. Students must consistently demonstrate the physical skills required to provide safe, effective and efficient service (assessment and intervention) for their clients.	OT 6130 OT 6310 OT 6330 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6130 OT 6310 OT 6330 OT 6300 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
28. Students must be able to use/manipulate common assessment and intervention tools/instruments relevant to the profession of occupational therapy.	OT 6130 OT 6310 OT 6330 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6130 OT 6310 OT 6330 OT 7570 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
29. Students must develop and support a sustained argument in written form producing texts in a variety of formats relevant to the profession of occupational therapy.	OT 6100 OT 6310 OT 7570 OT 7740 OT 7750 OT 7770	OT 6100 OT 6300 OT 6310 OT 7570 OT 7740 OT 7750 OT 7770
30. Students must demonstrate the ability to keep accurate, legible records and maintain these records in accordance with applicable legislation, protocols and guidelines.	OT 7750 OT 6400 OT 7600 OT 7800	OT 7750 OT 6400 OT 7600 OT 7800


## Professionalism

BFAR Statement	Taught	Assessed
31. Students must demonstrate behavior consistent with their professional code of ethics as outlined by the Canadian Association of Occupational Therapists (CAOT) and the College of Occupational Therapists of Manitoba.	OT 7740 OT 6200 OT 6400 OT 7600 OT 7800	OT 6200 OT 6400 OT 7600 OT 7800
32. Students must demonstrate an ability to work respectfully and inclusively with diverse populations.	OT 6120 OT 6140 OT 7560 OT 7570 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800	OT 6120 OT 6300 OT 6310 OT 7540 OT 7560 OT 7570 OT 7600 OT 7760 OT 7770 OT 6200 OT 6400 OT 7600 OT 7800
33. Students must demonstrate ethical behaviour consistent with the guidelines and procedures for the responsible conduct of research and/or demonstrate ethical research conduct where research ethics boards do not apply, as required.	OT 7740 OT 7750	OT 7750
34. Students must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained, as required.	OT 6350 OT 7750	OT 6350 OT 7750
35. Students must demonstrate an understanding and abide by the legislation that governs various areas of practice.	OT 6140 OT 7740 OT 6200 OT 6400 OT 7600 OT 7800	OT 6310 OT 6200 OT 6400 OT 7600 OT 7800

May 22, 2018

**MEMORANDUM**

To: Shannon Coyston, Office of the University Secretary, University of Manitoba  
Kirk Johnson, Dean (Business & Applied Arts; Hospitality & Culinary Arts), Red River College

From: Subbu Sivaramakrishnan, Associate Dean, Asper School of Business 

Subject: Minor Change in Course Mapping

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The Department of Computer Science at the University of Manitoba has deleted the course COMP 1260 Introductory to Computer Usage I. This affects the course mapping portion of the agreement with Red River College. As such, the following amendment is recommended to Senate for approval.

COMP 1975 Business Computing from RRC was previously assessed as equivalent to our COMP 1260, but the latter no longer exists. Therefore, the course mapping was re-evaluated by the Department of Computer Science at the University of Manitoba. The re-evaluation COMP 1975 for the duration of the agreement is:

COMP 1975 Business Computing (3) = UM COMP 1XXX (3)  
(Not for use in Computer Science Honours, Major, Minor)

Department of Computer Science Comment:

Notation: No extensions once current agreement expires.

The articulation agreement between Red River College and Asper expires on September 1, 2022. A full mapping of all courses would be reviewed at time of renewal and any adjustments to the curriculum including a replacement course, as appropriate, would be identified at that time.

Thank you.

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

Office of the Vice-President (Academic) & Provost  
**Articulation Agreement Course Mapping Form**

Using the table below, please provide a detailed mapping for the Partner's course/work experience to the UM equivalences. Where possible, please attach course syllabi or course descriptions for the partner program's coursework

UM Program				Partner Program			
UoM Number	Course Number	Course Name	Cr Hrs	Red River Course Number	Course Name	Grade Min.	Syllabus Attached Y/N
1	ECON 1010	Introduction to Microeconomics	3	ECON 1022	Economics 1	C	
2	ECON 1020	Introduction to Macroeconomics	3	ECON 2000	Economics 2	C	
3	STAT 1000	Basic Statistical Analysis I	3	MATH 1020	Business Statistics	C	
4	COMP 4260 IXXX	Introductory Computer Usage + Unallocated Computer Science at the 1000 Level	3	COMP 1975	Business Computing	C	
5	ACC 1100	Introductory Financial Accounting	3	ACCT 1071 & ACCT 2043	Financial Accounting 1 & Financial Accounting 2 (together)		
6	GMGT 1010	Business and Society	3	ADMN 1001	Introduction to Canadian Business		
7	GMGT 2010	Business Communications	3	COMM 1000 & COMM 2000	Business Communications 1 & Business Communications 2 (together)		
8	GMGT 2070	Introduction to Organizational Behaviour	3	ADMN 3004	Management and Organizational Behaviour		
9	GMGT 3300	Commercial Law	3	ADMN 3001	Business Law		
10	HRIR 2440	Human Resource Management	3	HUMR 1015	Human Resource Management		
11	MKT 2210	Fundamentals of Marketing	3	MRKT 1002	Marketing		
12	ENTR 3100	Small Business Management	3	ADMN 3003 & ADMN 3006	Entrepreneurship 1 & Entrepreneurship 2 (together)		
13	ACC 1110	Introductory Managerial Accounting	3	ACCT 3004	Cost Accounting		
14	ACC 2010	Intermediate Accounting - Assets	3	ACCT 3000	Intermediate Accounting 1		
15	ACC 2020	Intermediate Accounting - Equities	3	ACCT 3003	Intermediate Accounting 2		
16	MKT 4270	Sales Management	3	MRKT 3012	Personal Selling		
17	MKT 3230	Consumer Behaviour	3	MRKT 3010	Consumer Behaviour		
18	MKT 3390	Integrated Marketing Communications	3	MRKT 3015	Integrated Marketing Communications		
19	MKT 3300	International Marketing	3	MRKT 3016	International Marketing		
20	MKT 3XXX	Unallocated Marketing	3	MRKT 3017	Retail Management		
21	STAT 2000	Basic Statistical Analysis 2	3	MATH 3001	Quantitative Methods		
22	PSYC 1200	Introduction to Psychology	3	SOSC 3001	Psychology	C	
23	SOC 1200	Introduction to Sociology	3	SOCS 3007	Sociology	C	

Notes:

1. All courses listed in 1 through 12 (shown in bold) must be taken at RRC.
2. A maximum of 6 courses may be taken from courses 13-23 and applied toward the B.Comm.(Hons.) program.
3. A maximum of 54 credit hours of RRC coursework may be transferred toward the B.Comm.(Hons.) program.
4. All syllabuses were previously submitted to the evaluations office.

Edited May 2018

**Report of the Senate Committee on Admissions concerning a proposal from the I.H. Asper School of Business to modify their articulation agreement with Red River College (2018.09.28)**

**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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The I.H. Asper School of Business is proposing a modification to the course mapping in their articulation agreement with Red River College.
3. The proposal was endorsed by SCADM on September 28<sup>th</sup>, 2018.

**Observations:**

1. After this agreement was signed, the Department of Computer Science at the University of Manitoba deleted Introductory Computer Usage I (COMP 1260); since this course was part of the course mapping a substitution is required to ensure the terms of the agreement can be met.
2. Students who complete Business Computing (COMP 1975) at Red River College will now receive Unallocated Computer Science credit (COMP 1XXX) at the University of Manitoba, instead of Introductory Computer Usage I (COMP 1260) credit.
3. A full mapping of all courses in the agreement will be reviewed at the time of renewal; this agreement expires on September 1, 2022.

**Recommendation:**

The Senate Committee on Admissions recommends that the proposal to modify the articulation agreement between the I.H. Asper School of Business and Red River College be approved and in effect upon approval by Senate.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions



October 12, 2018

**Report of the Senate Committee on Curriculum and Course Changes RE: Revised Articulation Agreement, University of Manitoba, Bachelor of Commerce (Honours) – Red River College, Diploma in Business Administration**

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**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](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. At its meeting on October 12, 2018, the committee considered a proposal from the I.H. Asper School of Business, to modify the articulation agreement between the University of Manitoba and Red River College.
3. The Senate Committee on Admissions considered the same proposal at its meeting on September 28, 2018.

**Observations:**

1. At its meeting on March 1, 2017, Senate approved the renewal of an articulation agreement between the University of Manitoba, Bachelor of Commerce (Honours) degree, and Red River College, Diploma in Business Administration, for a five-year term effective September 2017.
2. Following from the deletion of the University of Manitoba course, COMP 1260 Introductory Computer Usage (Senate, January 4, 2017), the I.H. Asper School of Business is proposing an amendment to the course mapping for the articulation agreement. Specifically, students who have completed COMP 1975 Business Computing at Red River College would now receive credit for COMP 1XXX at the University of Manitoba.
3. The Department of Computer Science has stipulated that (i) the transfer credit awarded for COMP 1975 cannot be used toward a Computer Science Honours, Major, or Minor, and (ii) there would be no extension to the assessment for transfer credit once the current Articulation Agreement expires.
4. Pending any future proposal to renew the Articulation Agreement, the Asper School of Business would review and revise the course mapping, as appropriate, at that time.

**Recommendation:**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve a modification to the articulation agreement between the University of Manitoba, I.H. Asper School of Business, and Red River College concerning credit recognition in the Bachelor of Commerce (Honours) degree at the University of Manitoba, effective upon approval by Senate.**


Respectfully submitted,

Professor D. McNeill, Acting Chair  
Senate Committee on Curriculum and Course Changes

May 14, 2018

**MEMORANDUM**

To: Shannon Coyston, Office of the University Secretary, University of Manitoba  
Jianbo Zhang, Dean of International Affairs, Renmin University of China

From: Subbu Sivaramakrishnan, Associate Dean, Asper School of Business 

Subject: Minor Change in Course Mapping

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The Department of Computer Science at the University of Manitoba has deleted the course COMP 1260 Introductory to Computer Usage I. This affects the course mapping portion of the agreement with Renmin University of China. As such, the following amendment is recommended to Senate for approval.

IFP 104 Computer and Information Technology at Renmin was assessed as equivalent to our COMP 1260, but the latter no longer exists. Therefore, Renmin's course was re-evaluated by the Department of Computer Science at the University of Manitoba. The formal re-evaluation of IFP 104 Computer and Information Technology at Renmin is:

Renmin University of China IFP 104 (3) = UM COMP 1xxx (3)  
(Not for use in Computer Science Honours, Major, Minor)

Department of Computer Science Comment:  
Notation: No extensions once current agreement expires.

The articulation agreement between Renmin and Asper expires on September 1, 2019. A full mapping of all courses would be reviewed at time of renewal and any adjustments to the curriculum including a replacement course, as appropriate, would be identified at that time.

Thank you.

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

## Articulation Agreement between Remin University and the I.H. Asper School of Business

### Course Mapping (1<sup>st</sup> year courses taken at Renmin)

#	UM Program			Partner Program			
	UofM Course #	UofM Course Title	Cr Hrs	Renmin Course #	Renmin Course Title	Grade Min	Syllabus Attached Y/N
1.	<b>ECON 1010</b>	Introduction to Microeconomic Principles	3	IFP 206	Microeconomics	C	Y
2.	<b>ECON 1020</b>	Introduction to Macroeconomic Principles	3	IFP 205	Macroeconomics	C	Y
3.	<b>MATH 1520</b>	Introductory Calculus for Management and Social Sciences	3	IFP 103	Introductory Calculus	C	Y
4.	<b>STAT 1000</b>	Basic Statistical Analysis 1	3	IFP 102	Probabilities and Statistics	C	Y
5.	MATH 1700	Calculus 2	3	IFP 101	Calculus for Business	C	Y
6.	MATH 1300	Vector Geometry and Linear Algebra	3	IFP 209	Linear Algebra	C	Y
7.	<del>COMP 1260</del> <b>COMP 1XXX</b>	<del>Introductory Computer Usage 1</del> <b>Unallocated Computer Science</b>	3	IFP 104	Computer and Information Technology	C	Y
8.	FIN 2200	Corporation Finance	3	IFP 201	Corporate Finance	C	Y
9.	GMGT 2070	Introduction to Organizational Behaviour	3	IFP 109	Organizational Behavior	C	Y
10.	MKT 2210	Fundamentals of Marketing	3	IFP 110	Marketing	C	Y
11.	ACC 1100	Financial Accounting	3	IFP 106	Principles of Accounting	C	Y
12.	ACC 1110	Managerial Accounting	3	IFP 202 & IFP 203*	Introduction to Financial Accounting (202) Management Accounting (203)	C	Y

#### Notes:

1. Agreement is that courses 1 through 4 (shown in bold) will have to be taken at Renmin University.
2. Both IFP 202 and IFP 203 have to be taken to transfer credits toward ACC 1110.
3. All syllabuses were previously submitted.

Edited September 23, 2015

Edited May 14, 2018

**Report of the Senate Committee on Admissions concerning a proposal from the I.H. Asper School of Business to modify their articulation agreement with Renmin University of China (2018.09.28)**

**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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The I.H. Asper School of Business is proposing a modification to the course mapping in their articulation agreement with Renmin University of China.
3. The proposal was endorsed by SCADM on September 28<sup>th</sup>, 2018.

**Observations:**

1. After this agreement was signed, the Department of Computer Science at the University of Manitoba deleted Introductory Computer Usage I (COMP 1260); since this course was part of the course mapping a substitution is required to ensure the terms of the agreement can be met.
2. Students who complete Computer and Information Technology (IFP 104) at Renmin will now receive Unallocated Computer Science credit (COMP 1XXX) at the University of Manitoba, instead of Introductory Computer Usage I (COMP 1260) credit.
3. A full mapping of all courses in the agreement will be reviewed at the time of renewal; this agreement expires on September 1, 2019.

**Recommendation:**

The Senate Committee on Admissions recommends that the proposal to modify the articulation agreement between the I.H. Asper School of Business and Renmin University of China be approved and in effect upon approval by Senate.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions

**Report of the Senate Committee on Curriculum and Course Changes RE: Revised Articulation Agreement, University of Manitoba, B.Comm.(Hons.) – Renmin University of China, International Foundation Program**

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**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](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. At its meeting on October 12, 2018, the committee considered a proposal from the I.H. Asper School of Business, to modify the articulation agreement between the University of Manitoba and Renmin University of China.
3. The Senate Committee on Admissions considered the same proposal at its meeting on September 28, 2018.

**Observations:**

1. At its meeting on November 4, 2015, Senate approved an articulation agreement between the University of Manitoba, Bachelor of Commerce (Honours) degree, and Renmin University of China, International Foundation Program, for a three-year term effective September 2016 .
2. Following from the deletion of the University of Manitoba course, COMP 1260 Introductory Computer Usage (Senate, January 4, 2017), the I.H. Asper School of Business is proposing an amendment to the course mapping for the articulation agreement. Specifically, students who have completed the Renmin course IFP 104 Computer and Information Technology would now receive credit for COMP 1XXX at the University of Manitoba.
3. The Department of Computer Science has stipulated that (i) the transfer credit awarded for IFP 104 cannot be used toward a Computer Science Honours, Major, or Minor, and (ii) there would be no extension to the assessment for transfer credit once the current Articulation Agreement expires.
4. Pending any future proposal to renew the Articulation Agreement, the Asper School of Business would review and revise the course mapping, as appropriate, at that time.

**Recommendation:**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve a modification to the articulation agreement between the University of Manitoba, I.H. Asper School of Business, and Renmin University of China concerning credit recognition in the Bachelor of Commerce (Honours) degree at the University of Manitoba, effective upon approval by Senate.**

Respectfully submitted,

Professor D. McNeill, Acting Chair

Senate Committee on Curriculum and Course Changes

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

### **Preamble**

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

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

### **Observations**

At its meeting of October 25, 2018, the Senate Committee on Awards approved 3 new offers, 5 revised offers, and the withdrawal of 4 awards, as set out in Appendix A of the *Report of the Senate Committee on Awards (October 25, 2018)*.

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 3 new offers, 5 revised offers, and the withdrawal of 4 awards as set out in Appendix A (October 25, 2018). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

## **SENATE COMMITTEE ON AWARDS**

### **Appendix A**

**October 25, 2018**

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

##### **Mauro Master of Human Rights Travel Award**

The Mauro Family Foundation has established an endowment fund at the University of Manitoba, with a commitment to a total gift of \$250,000 by 2019. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. Dr. Arthur V. Mauro, OC, OM, QC, [BA/49, LLB/53, LLM/56, LD/87] is Chancellor Emeritus of the University of Manitoba, and founding donor of the Arthur V. Mauro Centre for Peace and Justice. The purpose of the fund is to defray the costs of travel for students in the Master of Human Rights program at the University of Manitoba. Experiential learning is an important aspect of the program and it is anticipated that many of the practicum, research and study sites will likely be remote and/or expensive to reach, posing a significant financial barrier to students' abilities to pursue their research.

Each year, beginning in 2020-2021, one or more travel awards will be offered to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies in the Master of Human Rights program offered through the Faculty of Law at the University of Manitoba;
- (2) have achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
- (3) will be travelling to a location outside of Winnipeg, Manitoba, to conduct research or participate in a practicum or field course related to human rights studies; and
- (4) have demonstrated that they are in need of financial support to pursue their research/practicum/course, based on the application materials.

The application will include:

- (i) a summary or overview (maximum 500 words) of the proposed research, practicum or course and how the travel opportunity relates to their academic study and career goals;
- (ii) a brief budget justification (including date, location, and duration of stay); and
- (iii) a list of all awards and external support received during the graduate program.

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

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Director of the Master of Human Rights program (or designate) to name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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.

### **Douglas A. Moffat Graduate Scholarship in Digital Archiving**

In honour of her husband, Douglas A. Moffat (B.A. (Hons.)/75, M.A./78), on the occasion of his 65<sup>th</sup> birthday and the 40<sup>th</sup> anniversary of his graduation, Cara Boeff will make an annual contribution of \$2,500 for a three-year term to offer the Douglas A. Moffat Graduate Scholarship in Digital Archiving. The purpose of the award is to recognize the outstanding academic achievement of students in archival studies who are preparing to enter the archival profession, and to encourage students to focus on the importance of contemporary digital archival theory and practice. Beginning in 2019–2020 and ending in 2021–2022, one scholarship will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the first year of study in the Master of Arts (History)–Archival Studies stream;
- (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours of university level study (or equivalent);
- (3) has demonstrated a commitment to the theory, practice, or history of digital archiving.

Candidates will be required to submit a statement (maximum 250 words) that outlines how they meet criterion (3).

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

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, 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.

### **Faculty of Education Truth and Reconciliation Fellowship**

Thomas Falkenberg and Angela Mueller have established an annually funded award to reward the academic achievements of graduate students pursuing research in the area of education for truth and reconciliation in the Faculty of Education at the University of Manitoba. The fellowship is valued at \$5,000 each year for a three-year term. Beginning in 2019–2020 and ending in 2021–2022, one fellowship will be offered to a graduate student who:

- (1) is enrolled full-time or part-time in the Faculty of Graduate Studies in a Master's or Doctoral program in the Faculty of Education at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.0 (or equivalent) based on the previous 60 credit hours of study; and
- (3) is undertaking, or is about to undertake, thesis research in the area of education for truth and reconciliation.

Candidates will be required to submit their curriculum vitae, an abstract (maximum 250 words) outlining their research goals in the area of education for truth and reconciliation, and a letter from their thesis advisor confirming that they are undertaking, or are about to undertake, thesis research in the required area.

If in any year, in the opinion of the selection committee, there are two equally qualified eligible students, the award may be split to offer \$2,500 to each student. A recipient may re-apply for the Fellowship in the subsequent year.

For each year the Fellowship is not awarded, the final year of the Fellowship will be extended by one year.



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

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

## **2. AMENDMENTS**

### **Friends of Engineering Communication Course Prizes**

The following amendments were made to the terms of reference for the **Friends of Engineering Communication Course Prizes**:

- The first paragraph was revised to:  
*The Friends of Engineering offers an annual contribution to be put toward prizes for the best two final written reports submitted at the end of each regular academic session in the Engineering Communication (ENG 2030 or ENG 2040) courses. Only reports receiving a grade of B+ or higher will be eligible for consideration for the prizes.*
- The second paragraph was revised to:  
*Each year, after consideration of all final written reports submitted in both ENG 2030 and ENG 2040, the selection committee will chose a first place report, and a second place report. The value of the prize for the first place team is \$500, to be divided evenly between all team members. The value of the prize for the second place team is \$250, to be divided evenly between all team members.*
- The third paragraph was revised to:  
*Once the eligible reports have been collected, the professors for the course will forward the eligible reports to the selection committee.*
- The fourth paragraph was revised to:  
*The selection committee will be named by the Scholarship, Bursaries, and Awards Committee for the Faculty of Engineering and will consist of the Faculty of Engineering professors for the ENG 2030 and 2040 courses, the Faculty of Engineering librarian, and a representative of the Friends of Engineering.*

### **MTS Mobility Scholarships**

The following amendments were made to the terms of reference for the **MTS Mobility Scholarships**:

- The name of the award was changed to: *Bell MTS Scholarships*
- The preamble was revised to:  
*Through the proceeds of a rental fee paid by Bell MTS Inc. to the University of Manitoba for the housing of a cellular tower atop the Engineering Information Technology Complex (EITC),*

*scholarships will be offered to promising students in the areas of Engineering and Computer Science at the University of Manitoba. The annual total value of this scholarship program will be communicated to the Financial Aid and Awards Office from the Office of the Vice-President (Administration), and the total funds shall be split equally between 12 individual scholarships.*

- The numbered criteria were added to read:

*Each year, nine scholarships will be offered to undergraduate students who:*

- (1) are enrolled full-time in the second year of any undergraduate degree program in the Faculty of Engineering;*
- (2) have achieved a minimum degree grade point average of 3.5;*
- (3) rank among the top students currently enrolled in the second year of their degree program in the Faculty of Engineering. One scholarship will be directed to the top student in each of the major streams offered in the Faculty of Engineering, and the remaining scholarships will go to high-ranking students in any stream who meet criteria (1) and (2) and who have not already received the Bell MTS Scholarship for their stream.*

*Each year, three scholarships will be offered to undergraduate students who:*

- (1) are enrolled full-time in the second year of either the major or honours program in the Department of Computer Science in the Faculty of Science;*
- (2) have achieved a minimum degree grade point average of 3.5;*
- (3) are the top three second-year students enrolled in either the major or honours program in the Department of Computer Science.*

- A standard tiebreaking mechanism was added as follows:

*Ties are to be broken using the following criteria, in priority order: (i) the Degree Grade Point Average, calculated to the fourth decimal place; (ii) the higher proportion of A+ and A grades in a total program; (iii) the highest number of credit hours completed in the degree program; (iv) the greater proportion of senior- or advanced-level courses in the total program.*

- The selection committee statement was revised to:

*The selection committee for the Faculty of Engineering scholarships will be named by the Dean of the Faculty of Engineering (or designate). The selection committee for the Computer Science scholarships will be named by the Head of the Department of Computer Science (or designate).*

- The standard Board of Governors statement was added.

### **Pharmacists Manitoba and Canadian Pharmacists Benefits Association Award**

The following amendments were made to the terms of reference for the Pharmacists Manitoba and Canadian Pharmacists Benefits Association Award:

- The preamble was revised to:

*Pharmacists Manitoba and the Canadian Pharmacists Benefits Association (CPBA) have established an annual prize, for graduating students in the College of Pharmacy at the University of Manitoba. The purpose of the prize is to recognize a student who has demonstrated involvement with Pharmacists Manitoba and the university community, by covering the costs of membership, liability insurance and conference registration upon their graduation. One prize will be offered to a graduating student who:*

- The numbered criteria were revised to:
  - (1) *was enrolled full-time (minimum 80% course load) in their fourth year of study in the B.Sc. (Pharm) program in the College of Pharmacy 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 demonstrated involvement with Pharmacists Manitoba and the University community.*

### **Rachel and Isaac Sair Scholarship**

The following amendments were made to the terms of reference for the Rachel and Isaac Sair Scholarship:

- The preamble was revised to:  
*In memory of his parents, Mr. Samuel Sair has made a testamentary gift to the University of Manitoba to provide scholarship awards in the Faculty of Agricultural and Food Sciences. Beginning with the spring series of examinations in 1979, the available annual interest will be used to provide a scholarship to an undergraduate student who:*
- The numbered criteria were revised to:
  - (1) *is enrolled full time (80% course load) in one of the following programs delivered by the Faculty of Agricultural and Food Sciences:*
    - (a) *the Bachelor of Science in Agribusiness,*
    - (b) *the Bachelor of Science in Agriculture (Agronomy, Animal Systems, or Plant Biotechnology); or*
    - (c) *the Bachelor of Science in Agroecology;*
  - (2) *has completed at least 24 credit hours of full-time study;*
  - (3) *has achieved a minimum degree grade point average of 3.5;*
  - (4) *continues in the next ensuing academic year in one of the following programs delivered by the Faculty of Agricultural and Food Sciences:*
    - (a) *the Bachelor of Science in Agribusiness,*
    - (b) *the Bachelor of Science in Agriculture (Agronomy, Animal Systems, or Plant Biotechnology); or*
    - (c) *the Bachelor of Science in Agroecology.*
- The selection criteria paragraph was revised to:  
*The selection committee will be the Faculty of Agriculture and Food Sciences Awards Committee.*
- The standard Board of Governors statement was updated.

### **R.A. “Sam” Fabro Prizes**

The following amendments were made to the terms of reference for the R.A. “Sam” Fabro Prizes:

- The name of the award was changed to: *R.A. “Sam” Fabro Scholarships*
- The preamble was revised to:  
*The Manitoba Hockey Hall of Fame (previously the Manitoba Hockey Foundation) has been supporting members of the University of Manitoba Bison men’s hockey team since 1997 and the*

*Bison women's hockey team since 2003. Beginning in 2013-2014, the Manitoba Hockey Hall of Fame will provide an annual gift of \$3,000 to offer two scholarships of equal value every year at the University of Manitoba. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. The purpose of the scholarship is to recognize hockey skills, team leadership qualities, and academic achievement. Each year, two scholarships will be offered to one member of the Bison men's hockey team and one member of the Bison women's hockey team who:*

- The numbered criteria were revised to:
  - (1) *are eligible to compete in U Sports and are returning members of the Bison men's or women's hockey team;*
  - (2) *are enrolled full-time, as defined by U Sports, in the second year of study or higher in any faculty, college, or school at the University of Manitoba;*
  - (3) *have achieved a minimum degree grade point average of 2.0.*
- The selection committee paragraph was changed to:

*The Director of Athletics and Recreation (or designate) will name the selection committee for this award, and will include the Head Coaches of both the Bison men's and women's hockey teams.*
- The standard Board of Governors statement was added.
- The standard U Sports statement was added.

### **3. WITHDRAWALS**

#### **Dr. J.D. Adamson Medal and Convocation Prize in Physical Therapy**

The award is being withdrawn at the donor's request.

#### **Dr. J.D. Adamson Medal and Prize in Occupational Therapy**

The award is being withdrawn at the donor's request.

#### **Pearson Canada Outstanding 99.111 Essay Book Prize**

The award is being withdrawn at the donor's request.

#### **Vincent Kosior Memorial Prize in Logistics**

The award is being withdrawn at the donor's request.



UNIVERSITY  
OF MANITOBA

Office of the Provost & Vice-President (Academic)

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

Date: October 17, 2018

To: Dr. Jonathan Black-Branch, Dean

From: Dr. Janice Ristock, Provost and Vice-President (Academic)

Re: Implementation of Master of Human Rights

On July 11, 2018, the University received formal notification of approval from Manitoba Education and Training (MET) to establish a Master of Human Rights (MHR) program. The Acting Assistant Deputy Minister recognized the program as one which will contribute to Manitobans' access to quality research related to human rights.

I hereby approve implementation of the MHR program commencing in **Fall 2019**, noting the following:

- While housed in the Faculty of Law, the MHR is an interdisciplinary program bringing together expertise from the Faculties of Law, Arts, Education and Social Work, respectively.
- Operating costs for the program will be met through reallocation of existing resources within the unit and offset by tuition and course-fee revenue. Additional supports will be provided through privately endowed funds. The Faculty of Law has confirmed that these resources are in place (*see attached*).
- Students in the program will be assessed a \$6,000 program fee for the first year of their program, followed by an annual continuing fee until completion. International students will also be subject to the international differential surcharge.\*
- Further to the approved proposal, students selecting the program's practicum option will be assessed a course-related fee of \$500.00 – required to offset costs related to the administration of practicum placements.\*
- The program has been approved with a maximum seat capacity (defined as first-year enrolment capacity) of twenty (20) students.

Consistent with Section 9.7(1) of the Advanced Education Administration Act, should you wish to make significant modifications to, or cease to provide the program in the future, the Faculty is required to seek and receive prior approval from MET. In this respect, the program is, and will be, subject to the Programs of Study Regulation (see Definitions section) and any other regulations prescribed under Section 9.7(1) of the Act.

On behalf of the University of Manitoba, I extend my congratulations to all who have worked hard in developing this exciting new program.

Cc.: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)  
Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies  
Mr. Jeff Leclerc, University Secretary  
Mr. Neil Marnoch, Registrar  
Mr. Randy Roller, Executive Director, OIA  
Ms. Giselle Martel, Executive Director, Financial Planning  
Ms. Cassandra Davidson, Academic Programs Specialist

\*Note that tuition and fees may be amended in future years subject to approval by the Board of Governors and province, respectively.



## Education and Training

Acting Assistant Deputy Minister, Post-Secondary Education and Workforce Development Division  
405 – 800 Portage Avenue, Winnipeg, Manitoba, Canada R3G 0N4  
T 204-945-3047 F 204-945-1557  
www.manitoba.ca

July 11, 2018

Dr. David Barnard  
President and Vice-Chancellor  
The University of Manitoba  
david.barnard@umanitoba.ca

Dear Dr. Barnard:

I am pleased to inform you that Manitoba Education and Training has approved the University of Manitoba's proposal to establish the Master of Human Rights Program, as submitted.

I trust that this program will provide great educational opportunities for future students, and will contribute to enhancing Manitobans' access to quality research related to human rights. I wish the University and students success with this program.

I understand from the proposal that the University has committed internal resources and external funds to support the operation of the program. As such, there will be no funding or other resource requests associated with this program to the government.

Should you have any questions regarding this approval, please contact Mr. Grant Prairie, Acting Director of Institutional Relations at Post-Secondary Education and Labour Market Outcomes at 204-945-8564 or at Grant.Prairie@gov.mb.ca.

Sincerely,

Colleen Kachulak  
A/Assistant Deputy Minister

cc. Dr. David Collins, Vice-Provost, University of Manitoba  
Mr. Grant Prairie, A/Director of Institutional Relations, Post-Secondary Education and Labour Market Outcomes, Manitoba Education and Training



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*Handwritten signature*

October 22, 2018

**Report of the Senate Committee on Curriculum and Course Changes RE: Non-Renewal of Articulation Agreements *(for information)***

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**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](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. At its meeting on October 22, 2018, the SCCCC received, for information, notice from the Vice-Provost (Integrated Planning and Academic Programs) that, at the direction of the relevant faculties, the University would not be pursuing the renewal of a number of Articulation Agreements.

**Observations:**

1. The SCCCC was informed that, at the direction of the relevant faculties, the University would not be pursuing the renewal of a number of Articulation Agreements, as indicated in the memo from Dr. Collins, Vice-Provost (Integrated Planning and Academic Programs) (dated September 24, 2018) attached to this Report.
2. The committee was informed that, in each case, the term of the Articulation Agreement had expired, and the faculty involved had elected not to renew the agreement.

Respectfully submitted,

Professor D. McNeill, Acting Chair  
Senate Committee on Curriculum and Course Changes



**Date:** September 24, 2018

**To:** Dean McNeill, Acting Chair, Senate Committee on Course and Curriculum Changes  
David Collins, Vice-Provost (Integrated Planning and Academic Programs)

**From:** Cassandra Davidson, Academic Programs Specialist

**Subject:** **Non-Renewal of Articulation Agreements**

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For your information, please note that at the direction of the respective Faculties, the University will not be pursuing renewal of the following articulation agreements:

- Faculty of Agricultural and Food Sciences – Inner Mongolia Agricultural University, China, *B.Sc. (Agriculture)*, *B.Sc. (Agribusiness)*, *B.Sc. (Agroecology)*, and *B.Sc. (Food Science)*
- Asper School of Business, Faculty of Management – Ningbo University, China, *B.Comm. (Honours)*.  
\*Note that the last intake for the Asper-Ningbo articulation will be in September 2020 to accommodate students who have already started the pathway at Ningbo.
- Faculty of Engineering – Ningbo University, China, *B.Sc. (Engineering)*
- Faculty of Science – Lanzhou University, China, *B.Sc.*

Should you have any questions on the above, please let me know.

Cc. Janice Ristock, Provost and Vice-President (Academic)  
Stefi Baum, Dean, Faculty of Science  
Jonathan Beddoes, Dean, Faculty of Engineering  
Gady Jacoby, Dean, Asper School of Business, Faculty of Management  
Karin Wittenberg, Dean, Faculty of Agricultural and Food Sciences  
Jeff Adams, Executive Director, Enrolment Services  
Shannon Coyston, Associate University Secretary (Senate)  
Cassandra Davidson, Academic Programs Specialist  
Neil Marnoch, Registrar  
Randy Roller, Executive Director, OIA  
Susie Taylor, Director, International Centre

## **PRESIDENT'S REPORT: December 5, 2018**

### **GENERAL**

A review of the Respectful Work and Learning Environment and Sexual Assault policies, mandated by the University to be reviewed every three years, is underway. The current review of these policies, which has the goal of generating updated policies that meet the community's needs as well as new sexual violence policy guidelines established by the Province, continues on schedule. Community consultations with stakeholder groups is ongoing, with completion expected in mid-November. The committee expects to have a draft ready for bargaining unit review by January 2019.

Two U of M graduate students are recipients of 2018 Vanier Canada Graduate Scholarships. The recipients are Taylor Morriseau (Pharmacology and Therapeutics) and Iloradanon Efimoff (Psychology).

Morriseau, a Cree woman from Peguis First Nation will investigate how a traditional Indigenous diet can quell a gene variant that is strongly associated with Type 2 diabetes in Oji-Cree children under the supervision of Vernon Dolinsky (Pharmacology) and Christine Doucette (Physiology and Pathophysiology) at the U of M and Children's Hospital Research Institute of Manitoba. Efimoff, whose supervisor is Kathryn Starzyk (Psychology), will use her funding to probe a dauntingly large question crucial to Canada's reconciliation efforts: How can we teach people to be less racist towards Indigenous people in Canada? Being both Haida and European settler, Efimoff identifies strongly with her Haida roots.

These awards help recruit and keep in Canada top doctoral students from across the country and around the world. Each recipient will receive \$150,000 over three years towards her research. Efimoff and Morriseau are among 26 previous U of M Vanier Scholarship recipients in the past 10 years.

On November 1st, the University of Manitoba hosted more than 400 guests at Visionary Conversations exploring the topic: "The power of one: what's my responsibility as a global citizen?" The panel discussed a series of issues facing communities around the globe including intolerance and anti-immigration sentiments, climate change, violence, and the influence of media and digital tools- and how small steps made by an individual can galvanize whole communities to make positive change.

Panelists included:

- Nahlah Ayed BSc (Hons)/1992, MA/02, LLD (Hon)/2008
- Brenda Gunn BA (Adv.)/2002
- Laura Michalchyshyn BA/1989

At the Royal Society of Canada (RSC) Celebration of Excellence November 15 – 18, three members of the University of Manitoba community were recognized by the RSC: Dr. Gordon Fitzell, Desautels Faculty of Music, was inducted into the RSC's College of New Scholars, Artists and Scientists; Dr. David Barnard, President, was named a Specially Elected Fellow, and Dr. Frank Plummer (Max Rady College of Medicine) received the Flavelle Medal. Further details may be found in Research Matters.

## ACADEMIC MATTERS

- Tina Chen, history, was honored as a 2018 Local Community Champion Special Award recipient by the Canadian Race Relations Foundation (CRRF). The work of the foundation is premised on the desire to create and nurture an inclusive society based on equity, social harmony, mutual respect and human dignity.
- Michele Rogalsky, school of agriculture, has been appointed a member of the Board of Directors for the Canadian Agricultural Safety Association (CASA).
- Andrea Charron, political studies, was presented with the North American Aerospace Defense Command (NORAD) Commander's Award for service to North American Aerospace Defense Command (NORAD), in recognition of her efforts in organizing Canada's 60th anniversary of NORAD.
- Naranjan Dhalla, distinguished professor, physiology, will be inducted into the Canadian Medical Hall of Fame.
- Timm Giessbrecht, german and spanish, received a Deutscher Akademischer Austauschdiens (DAAD); a highly competitive international undergraduate scholarship.
- Erin Millions, history, was awarded the Canadian Studies Network Prize for the Best Ph.D. Dissertation in Canadian Studies.
- Linda Lam, medicine, is the 2018 recipient of the Canadian Medical Hall of Fame Award. The award recognizes medical students who show outstanding potential as future leaders and innovators in health care.
- The grand opening of the new Dairy Farmers of Manitoba Discovery and Learning Complex was held on September 13. The new 60-cow facility features modern dairy production infrastructure that will enable research, teaching and outreach.
- The Decolonizing Lens monthly film series showcased three films about the effects of hydro development on Indigenous communities in Nunatsiavut (Labrador) and in Manitoba. Special guest filmmaker Ossie Michelin (Nunatsiavut) and activist/educator Ramona Neckoway (Manitoba) both attended and were available for discussion after the films.
- The Rady Faculty of Health Sciences created a permanent portrait wall in the Brodie Centre atrium, honouring the physicians associated with the University of Manitoba who have received the distinction of Canadian Medical Hall of Fame (CMHF) laureate. The University of Manitoba has been home to 10 such exceptional physicians as alumni or faculty.
- The Office of Sustainability, in partnership with the faculties of Asper School of Business, Engineering, Architecture and Clayton H. Riddell School of Environment, Earth and Resources, was successful in the application for the Samuel Weiner Distinguished Visitor Award. Dr. John Robinson from University of Toronto visited the U of M campus from September 25-28. During his visit, he gave a public lecture, a guest lecture and participated in a variety of faculty, research and student discussions.

- The public lecture, titled 'Normalizing Sustainability: Beyond Behaviour Change' was incorporated into the Homecoming events and was well attended by students, faculty, staff and alumni. More information is found here: <http://news.umanitoba.ca/sustainability-is-top-of-mind-for-many-students-staff-and-faculty-at-the-u-of-m/>

## RESEARCH MATTERS

- Composer and performer Gordon Fitzell (Desautels Faculty of Music) was elected a member of the Royal Society of Canada's (RSC) College of New Scholars, Artists and Scientists. Also elected as a Special Fellow of the RSC was president and vice-chancellor David Barnard. Distinguished Professor Frank Plummer (Max Rady College of Medicine) was honoured with the Flavelle Medal for his outstanding contributions to biological science.

Fitzell joins seven current members of the College of New Scholars, Artists and Scientists from the University of Manitoba, and Dr. Barnard is the first U of M president to be named a Specially Elected Fellow of RSC.

Since 2009, Fitzell has been an Artistic Director of GroundSwell, Winnipeg's premiere new music series, and he leads the eXperimental Improv Ensemble (XIE), a performance group dedicated to fostering interdisciplinary collaboration with partners both on and off campus. Musicians around the globe, including Grammy-winning artists, have commissioned Dr. Fitzell's original works. His music has been performed on stages across Canada and around the world.

Distinguished Professor and alumnus Dr. Frank Plummer, a trailblazing medical microbiologist who has led many breakthrough discoveries concerning HIV/AIDS. Perhaps the most widely known scientific contribution from Plummer is how he unraveled the mystery surrounding a particular group of women in Kenya who possessed natural immunity to HIV-1, the virus that leads to AIDS. The research focused on their immune systems and genetics to identify the basis for this resistance, and the project provided vital new information for HIV vaccine and drug development. Global interventions and campaigns have been built on his work, and these currently save tens of thousands of people annually.

For 40 years, Dr. David Barnard has worked in and served the academic community in various institutions across Canada, making significant contributions throughout his distinguished career. These include significant increases to the University of Manitoba's research capacity, resulting in discoveries that have made significant global impact, the promotion of the principles of diversity and inclusion both on campus and across the country, and service on the boards of governance for many public and private organizations.

These honours were bestowed at the RSC Celebration of Excellence, Nov. 15-18, in Halifax.

- 2017 Banting Postdoctoral Fellowships were recently announced. Christopher Pascoe joined the U of M in this new role, undertaking research with Canada Research Chair Andrew Halayko (Physiology, Pediatrics and Child Health, Internal Medicine and affiliated with the Children's Hospital Research Institute of Manitoba). This award of \$140,000 over two years will allow Pascoe to investigate the association between artificial sweetener consumption during pregnancy and the increased risk of asthma in offspring.

The Banting Postdoctoral Fellowship program, named for Canadian Nobel Peace Prize winner Sir Frederick Banting, aims to attract and retain top-tier talent and position them for success as the research leaders of tomorrow.

- Cardiovascular science pioneer Distinguished Professor Naranjan S. Dhalla (Physiology and Pathophysiology and St. Boniface Hospital Albrechtsen Research Centre) will be inducted into the Canadian Medical Hall of Fame (CMHF) in recognition of extraordinary contributions to health. Dhalla is a founding leader of two worldwide organizations of cardiovascular science – the International Society of Heart Research and the International Academy of Cardiovascular Sciences. In a career spanning more than 50 years, his work has helped to ensure that the benefits of scientific knowledge are shared globally.

Dhalla was Director of the Institute of Cardiovascular Science at St. Boniface Hospital Albrechtsen Research Centre in Winnipeg for 19 years, trained more than 150 graduate students and postdoctoral fellows, edited/authored more than 50 books and has presented at more than 500 conferences worldwide. He also served as editor-in-chief of the journal *Molecular and Cellular Biochemistry*. He is one of six individuals being inducted into the CMHF at a ceremony in Montreal in May 2019.

- On Oct. 9, Federal Minister of Science and Sport Kirsty Duncan announced more than \$558 million in discovery research funding, as part of the Government of Canada's plan to attract global talent, promote diversity, and provide nearly 4,300 researchers and students with the means to pursue world-leading discovery work across the country.
- More than \$13 million in research funding and scholarships was announced for researchers and students at the University of Manitoba, across all disciplines, from psychology to mathematics, and from medicine to engineering.
- This year, the NSERC program is providing more than \$5 million in additional supplements for early-career researchers, ensuring the next generation of scientists, engineers and researchers will have the tools they need to flourish.
- The successful research projects are as follows:

PI	Sponsor	Title	Awarded
Aluko, Rotimi (Food and Human Nutritional Sciences)	Discovery Grants Program	Quantitative structure-activity relationship studies of acetylcholinesterase-inhibitory peptides	\$235,000
Aluko, Rotimi (Food and Human Nutritional Sciences)	Research tools & instruments (RTI)	Purchase of a preparative HPLC system for bioactive peptides research	\$94,165
Araji, Mohamad (Environmental Design)	Discovery Grants Program	Symbiosis optimization of double skin facades and interactive image-based networking in cold climates	\$130,000

Buchanan, Douglas (Electrical and Computer Engineering)	Discovery Grants Program	Olfactory sensors and MEMS based ultrasonic transducers	\$140,000
Butler, Leo (Mathematics)	Discovery Grants Program	Thermostat dynamics	\$80,000
Cai, Jun (Electrical and Computer Engineering)	Discovery Grants Program	A new paradigm of radio resource management for future wireless communication networks integrating crowd intelligence	\$230,000
Camacho, Alfredo (Geological Sciences)	Discovery Grants Program	Understanding the processes that affect isotopic ages to resolve both time and rates of geologic processes	\$125,000
Chakhmouradian, Anton (Geological Sciences)	Discovery Grants Program	Carbonatites in plate-collision zones: Implications for mantle processes, carbon cycling, and rare-earth metallogeny	\$150,000
Clark, Shawn (Civil Engineering)	Discovery Grants Program	Investigating the effect of river ice on sediment transport processes	\$180,000
Coombs, Kevin (Medical Microbiology and Infectious Diseases)	Discovery Grants Program	Proteomic delineation of differential host cell regulatory pathways induced by Reovirus	\$180,000
Cooper, Susan (Mathematics)	Discovery Grants Program	Powers in commutative algebra: Approaches, properties, and applications	\$80,000
Davoren, Gail (Biological Sciences)	Ship time	The ecology of forage fish species and interactions with marine predators	\$96,456
Durkin, Paul (Geological Sciences)	Discovery Grants Program	Deciphering the evolutionary history and depositional processes of meandering rivers	\$125,000
Eck, Peter (Food and Human Nutritional Sciences)	Discovery Grants Program	Novel intestinal nutrient membrane transporters	\$200,000
El-Salakawy, Ehab (Civil Engineering)	Discovery Grants Program	FRP- reinforced concrete columns under cyclic-reversed loads	\$215,000
Farenhorst, Annemieke (Soil Science)	Discovery Grants Program	Factors influencing the sorption and mineralization of pesticides, antimicrobials and estrogens in soil.	\$180,000
Fayek, Mostafa (Geological Sciences)	Discovery Grants Program	Ore systems, tectonics and geochemical cycles of metals	\$215,000

Fayek, Mostafa (Geological Sciences)	Research tools & instruments (RTI)	Operating system for the Cameca 7f SIMS	\$84,414
Friesen, Marcia (Electrical and Computer Engineering)	Discovery Grants Program	Machine learning approaches to image analysis	\$140,000
Gibbs, Jason (Entomology)	Discovery Grants Program	Systematics and phylogenomics of wild bees	\$165,000
Gwinner, Gerald (Physics and Astronomy)	Subatomic physics - Project	Fundamental symmetry tests with the francium laser trap facility at ISAC	\$500,000
Harris, Steven (Biological Sciences)	Discovery Grants Program	Adaptations of fungi to life in extreme environments	\$180,000
Jamieson, Randall (Psychology)	Discovery Grants Program	An experimental and computational examination of learning, memory, and language	\$200,000
Jayas, Digvir (Biosystems Engineering)	Discovery Grants Program	Mathematical models of stored-grain ecosystems for management of stored grains	\$260,000
Kamali, Shahin (Computer Science)	Discovery Grants Program	Investigating models, applications, and limitations of online algorithms	\$140,000
Kindrachuk, Kenneth (Medical Microbiology and Infectious Diseases)	Discovery Grants Program	Investigation of kinase-mediated cell signaling pathway modulation at the vector-pathogen-livestock interface in vector-borne livestock diseases	\$185,000
Koksel Ustundag, Havva (Food and Human Nutritional Sciences)	Discovery Grants Program	Understanding the mechanisms associated with quality creation in protein-rich plant-based aerated food materials during processing	\$140,000
Li, Genyi (Plant Science)	Discovery Grants Program	Gene identification and characterization for oil content in canola	\$145,000
Major, Arkadij (Electrical and Computer Engineering)	Discovery Grants Program	Towards high power, high repetition rate, broadband coherent light sources: Development and applications	\$170,000
Mandal, Saumendranat (Statistics)	Discovery Grants Program	Optimal experimental designs and response-adaptive designs	\$115,000
Mann, Daniel (Biosystems Engineering)	Discovery Grants Program	Remote supervision of autonomous agricultural machines	\$135,000
Marotta, Jonathan (Psychology)	Discovery Grants Program	Eye-hand coordination: Exploring how and when perception and action interact	\$125,000

Martsynyuk, Yuliya (Statistics)	Discovery Grants Program	Nonparametric change-point analysis: Invariance principles for multivariate student processes: Asymptotic theory in linear errors-in-variables models with data possibly having infinite variances	\$85,000
Marzban, Hassan (Human Anatomy and Cell Science)	Discovery Grants Program	Early development of the cerebellar circuits	\$140,000
McLeod, Robert D (Electrical and Computer Engineering)	Discovery Grants Program	A smartphone framework for mild cognitive impairment assessment	\$110,000
McManus, Kirk (Biochemistry and Medical Genetics)	Discovery Grants Program	Identifying and functionally characterizing the molecular determinants chromosome stability	\$220,000
Mojabi, Puyan (Electrical and Computer Engineering)	Discovery Grants Program	Advancing electromagnetic inversion for characterization and design	\$130,000
Muthukumarana, Saman (Statistics)	Discovery Grants Program	Bayesian methods, computation, model selection and goodness of fit complex data	\$75,000
Oliver, Derek (Electrical and Computer Engineering)	Discovery Grants Program	P-N and P-i-N junction silicon microwire arrays for solar energy conversion	\$110,000
Oresnik, Ivan (Microbiology)	Discovery Grants Program	Genetic, biochemical, and physiological characterization of the plant symbionts <i>Sinorhizobium meliloti</i> and <i>Rhizobium leguminosarum</i>	\$260,000
Ormiston, Scott (Mechanical and Manufacturing Engineering)	Discovery Grants Program	Development of advanced numerical models for two-phase heat and mass transfer processes in energy systems	\$105,000
Portet, Stephanie (Mathematics)	Discovery Grants Program	Intermediate filaments: timescales, intracellular transport and aggregation phenomena	\$140,000
Prehna, Gerd (Microbiology)	Discovery Grants Program	Functional versatility and host adaptation of the type VI secretion system	\$185,000
Rajapakse, Athula (Electrical and Computer Engineering)	Discovery Grants Program	Protection of power systems with high penetration of renewable energy generation	\$155,000



Rysgaard, Soren (Centre for Earth Observation Science)	Discovery Grants Program	The interactions between sea ice, ocean biogeochemistry and ecosystem function	\$460,000
Scanlon, Martin (Food and Human Nutritional Sciences)	Discovery Grants Program	Process effects on the constitutive properties of soft aerated food materials	\$130,000
Schweizer, Frank (Chemistry)	Discovery Grants Program	Bioorganic chemistry of polybasic amphiphiles (PAs): Compound accumulation in Gram-negative bacteria	\$290,000
Sepehri, Nariman (Mechanical and Manufacturing Engineering)	Discovery Accelerator Supplements	High performance, reliable and efficient fluid power systems: challenges in controls, diagnosis and design	\$120,000
Sepehri, Nariman (Mechanical and Manufacturing Engineering)	Discovery Grants Program	High performance, reliable and efficient fluid power systems: challenges in controls, diagnosis and design	\$210,000
Shalaby, Ahmed (Civil Engineering)	Discovery Grants Program	Calibration and validation of mechanistic-empirical performance models for pavement design and remaining service life analysis	\$130,000
Sharma, Kumar (Physics and Astronomy)	Subatomic physics - Project	Precision measurements with trapped radioactive ions using the Canadian Penning Trap Mass spectrometer and associated ion traps at the Argonne National Laboratory	\$420,000
Sherif, Sherif (Electrical and Computer Engineering)	Discovery Grants Program	Sparse integrated computational optical imaging systems	\$110,000
Stamps, Robert (Physics and Astronomy)	Discovery Grants Program	New paradigms for designer materials	\$210,000
Stasolla, Claudio (Plant Science)	Discovery Grants Program	Regulation of in vitro morphogenesis	\$200,000
Stetefeld, Joerg (Chemistry)	Discovery Grants Program	Structure-Property relationship of S-layer protein assemblies	\$185,000
Stetefeld, Joerg (Chemistry)	Research tools & instruments (RTI)	QELS for in-depth protein and protein-complex characterization	\$43,671
Telichev, Igor (Mechanical and Manufacturing Engineering)	Discovery Grants Program	Novel orbital debris protection of spacecraft	\$120,000

Tenuta, Mario (Soil Science)	Discovery Grants Program	Can cover crops reduce nitrous oxide emissions from agricultural soils	\$225,000
Treberg, Jason (Biological Sciences)	Discovery Grants Program	The role of mitochondria in mediating or moderating disturbances in oxidative metabolism	\$165,000
Treberg, Jason (Biological Sciences)	Research tools & instruments (RTI)	Combined high-resolution respirometry and fluorometry	\$63,374
Uzonna, Jude (Immunology)	Discovery Grants Program	Molecular mechanisms underlying the regulation of inflammatory cytokines in Macrophages	\$185,000
Van Lierop, Johan (Physics and Astronomy)	Discovery Grants Program	Unravelling nanoscale ordering by investigating the emerging pathways between electronic structure and magnetism	\$160,000
Wang, Xikui (Statistics)	Discovery Grants Program	Models and methods of statistical dependence with applications in clinical trials and risk management	\$75,000
Weihrauch, Dirk (Biological Sciences)	Discovery Grants Program	Acid-base regulation and ammonia excretion in aquatic invertebrates with considerations of future environmental changes: Characterization of novel transporters and mechanisms.	\$165,000
Yurkov, Vladimir (Microbiology)	Discovery Grants Program	Microbial aerobic anoxygenic photosynthesis and heavy metal(loid) transformations	\$140,000

- Fifty-four research projects received a total of \$3,671,719 in funding from multiple sponsors. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Azad, Meghan (Pediatrics and Child Health)	Canadian Lung Association	The role of human milk oligosaccharides in the developmental origins of lung function and asthma	\$45,000
Bassuoni, Mohamed (Civil Engineering)	City of Winnipeg	Use of fly ash in concrete pavements	\$36,000
Birouk, Madjid (Mechanical and Manufacturing Engineering)	NSERC CRD	Optimization of the combustion process of heatmaster grate firing biomass furnace: Computational analysis	\$60,000

Cai, Jun (Electrical and Computer Engineering)	NSERC CRD	Development of a portable, continuous and real-time muscle metabolism monitoring system based on near-infrared spectroscopy analysis and mobile edge computing	\$86,873
Chelikani, V.G.B. Prashen (Oral Biology)	CIHR Project Grant	Role of taste signaling and host-microbial interactions on caries risk in young children	\$885,870
Fowke, Keith (Medical Microbiology and Infectious Diseases)	Laval University	Development of a safe, effective and clinically acceptable VSV-based HIV vaccine	\$60,000
Garland, Allan (Internal Medicine)	Research Manitoba	BABEL (Better targeting, better outcomes for frail elderly patients)	\$179,903
Harder, Nicole (Nursing)	Health Sciences Centre Foundation	Psychologically safe debriefing to reduce psychological distress after palliative/end-of-life simulation-based experiential learning	\$55,784
Hingwala, Jay (Internal Medicine)	Health Sciences Centre	Peritoneal dialysis catheters for the treatment of refractory ascites management: A randomized un-blinded pilot study to evaluate the outcomes of renal dysfunction	\$30,000
Ho, Ngai Man (Carl) (Electrical and Computer Engineering)	NSERC CRD	Modern power semiconductor characterization, modelling and loss estimation in EMTP-Type simulators	\$167,844
Hombach-Klonisch, Sabine (Human Anatomy and Cell Science)	Cancer Research Society, Inc.	The unfolded protein response (UPR) in early brain metastasis	\$60,000
Hombach-Klonisch, Sabine (Human Anatomy and Cell Science)	CIHR	The unfolded protein response (UPR) in early brain metastasis	\$60,000
House, James (Food and Human Nutritional Sciences)	NSERC CRD	Defining the optimal omega-3 fatty acid intake for pullets and laying hens to support health and productivity	\$186,958
Jackson, Michael F. (Pharmacology and Therapeutics)	Alzheimer Society of Canada	Identifying cell signaling cascades that direct microglial activation outcomes in AD	\$150,000

Jeffrey, Ian (Electrical and Computer Engineering)	NSERC Engage	Automated processing of remote sensing satellite imagery using machine learning	\$25,000
Jones, Peter (Food and Human Nutritional Sciences)	NSERC Engage	Extraction, development and optimization of a lipid-soluble, plant-based pigment for cosmetic use	\$25,000
Kauppinen, Tiina (Pharmacology and Therapeutics)	Children's Hospital Research Institute of Manitoba (CHIRM)	The effects of gestational diabetes induced neuroinflammation on offspring's metabolic health	\$59,540
Kazem Moussavi, Zahra (Electrical and Computer Engineering)	CIHR Project Grant	Acoustical device for obstructive sleep apnea severity prediction during wakefulness	\$367,200
Krokhine, Oleg (Internal Medicine)	NSERC CRD	Enhancing quantitative proteomics through the accurate prediction of retention time of peptides labeled with tandem mass tags	\$234,780
Kumar, Ayush (Microbiology)	Mitacs Inc. Accelerate Internship	Biological evaluation of antimicrobial materials	\$45,000
Lorway, Robert (Centre for Global Public Health (CGPH))	CIHR Doctoral Research Award	Marginalizing migrants: Exploring the precarity of migrant health in prairie Canada	\$105,000
Oleszkiewicz, Jan (Civil Engineering)	NSERC CRD	Optimization of nitrogen removal in moving bed biofilm reactor treating cold lagoon effluent	\$81,522
Ormiston, Scott (Mechanical and Manufacturing Engineering)	NSERC Engage	CFD model of a compact supply air fan unit	\$25,000
Pelka, Peter (Microbiology)	Cancer Research Society, Inc.	The role of Nek9 in cellular transformation and regulation of p53 target gene expression	\$120,000
Rajapakse, Athula (Electrical and Computer Engineering)	Mitacs Inc. Accelerate Internship	Development of improved power quality detection methods suitable for modern applications	\$30,000
Renner, Eberhard (Internal Medicine)	Manitoba Medical Service Foundation	Improving chemotherapy decision making for older patients with cancer	\$150,000
Scanlon, Martin (Food and Human Nutritional Sciences)	NSERC Engage	Systematic examination of formulation effects on product shelf-life Italian traditional macaroons	\$25,000

Shafai, Lotfollah (Electrical and Computer Engineering)	Mitacs Inc. Accelerate Internship	Ultra lower power wireless sensor node for health monitoring	\$45,000
Sibley, Kathryn (Community Health Sciences)	CIHR Doctoral Research Award	Integrated knowledge translation in child health: Advancing evidence and contributing to pediatric readiness of Canada's emergency departments	\$105,000
't Jong, Geert (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Pharmacokinetics and pharmacodynamics of budesonide with intratracheal surfactant administration in preterm infants <29 weeks gestational age	\$39,445
Tangri, Navdeep (Internal Medicine)	Canadian Frailty Network	Frailty predicts early death or functional decline after dialysis in patients with Chronic Kidney Disease	\$100,000
Van Lierop, Johan (Physics and Astronomy)	NSERC Engage	Identification of iron oxide nanoparticle size and shape for the most effective anti-microbial/anti- biofilm activity	\$25,000

## ADMINISTRATIVE MATTERS

- From September 24 to 28, the Office of Sustainability with student Sustainability Ambassadors' hosted events around campus to gather statements from students, staff and faculty on what world they would like to see in 2030. Throughout the week, 150+ comments were collected from the campus community and this input will be referenced in the renewal of the U of M's Sustainability Strategy. More information is found here: <http://news.umanitoba.ca/sustainability-is-top-of-mind-for-many-students-staff-and-faculty-at-the-u-of-m/>
- On September 24th, 2018, Bannatyne Campus was designated as a Fair Trade Campus, the first campus in Manitoba to achieve this recognition. The Fair Trade designation was a collaborative effort between the Office of Sustainability, Aramark and Dining Services. The Bannatyne Campus received the designation for its commitment to provide fair trade products, such as coffee, tea and chocolate and efforts to educate students and staff about the environmental and social benefits of selecting these products. More information is found here: <http://news.umanitoba.ca/bannatyne-campus-to-receive-fair-trade-designation/>
- Contracts for improvements to power lines that experienced failure resulting in power outages last spring are out for tender and are slated for completion in 2018 and 2019.
- MB Hydro Reservicing for the Fort Garry Substation replacement is underway with a target in-service date in 2020.

- The Joyce Fromson pool mechanical room was flooded on Oct 16, 2018. The flood resulted in five feet of water in the mechanical room and damaged several critical pieces of pool operating equipment. Operations and Maintenance has investigated the damage and is working through the implementation of the necessary repairs and restoration. The target is to complete the work by the end of December to meet the January 2019 booking commitments.
- Following the introduction of two-way transit service on Dafoe Road, efforts are underway to determine how this change has affected pedestrian and vehicle activity, and how to increase pedestrian-and-transit-friendly character on this main campus spine. Observations and counts of pedestrians and vehicles were undertaken, and a plan for enhanced crosswalks and pedestrian infrastructure is being pursued.
- The first round of the later tuition fee deadline, in combination with the newly renovated Cashiers Office, has resulted in improvements for students and administration. Student questions/issues about class additions/drops, Health & Dental opt-outs, sponsorships, and other pending funding were largely resolved prior to the extended deadline and allowed for easier, faster payment processing. Feedback from students and other areas of administration relayed a positive impact on student experience.
- The dining services renovation at Bannatyne Campus has started with completion planned for early 2019.
- UM Management Fundamentals Program (UMMFP), the newest addition to our leadership development programs, offers a foundation in the skills and knowledge areas critical for our managers and supervisors and includes a wide range of topics such as communication skills, supporting a respectful workplace, human resource practices such as conducting annual reviews, and different ways to lead people and teams.
- Learning and Organizational Development (LOD) is launching a new monthly podcast, LODCast to bring learning directly to your desk. LOD facilitators will explore topics related to best practices in learning and organizational development.
- Following the Board of Governors' September approval of the HRIS upgrade, a contract was awarded to the vendor (DLGL) for the upgrade of VIP, the current human resource information system. Work has already commenced on the first phase, which includes the refresh and upgrade of the system's core, and a review of key business processes is also underway.
- The Office of Fair Practices and Legal Affairs is working closely with the Office of Research Services on the Research Improvement Through Harmonization in Manitoba initiative, providing advice and opinions related to policy analysis and issues related to the transition of the Research Ethics Board to Research Manitoba.
- The University's Access & Privacy Officer, has been invited to speak at the Annual Meeting of the Federal, Provincial and Territorial Information and Privacy Commissioners in Canada. The talk is about The National Centre for Truth and Reconciliation (NCTR) and the important access and privacy considerations related to the archival collection of records held by the NCTR.

## EXTERNAL MATTERS

- The University of Manitoba is on track to meet its 2018/2019 campaign benchmark of \$45,000,000. The last Front and Centre Campaign total, announced on May 29, 2018, was \$466,495,719.

### **Significant gifts and alumni activities in the last reporting period include:**

- Sixty-six students were celebrated as the first recipients of the inaugural Price Scholarships in Engineering on October 25. These awards are a result of the latest gift of \$1 million from Gerry Price, BSc(ME)/1970, MSc/1972, LL.D/2017 and Barbara Price, BHEc/1969, CertEd/1970.
  - Robert G. Puchniak, BComm/1968, BComm(Hons)/1969, Margaret Puchniak, BA/1968, and family have made a gift of \$280,000 in support of the Biomedical Engineering Alzheimer's Program.
  - The Associates of the Asper School of Business continue to support students and academic programs with a commitment of \$276,000.
  - André Desmarais, O.C., O.Q and Paul Desmarais Jr., O.C., O.Q have each given \$250,000 towards the Institute for Leadership Development, the new teaching and research institute focused on developing leaders in Manitoba.
  - The estate of the late Bernice R. Barker, BSc/1943, has generously designated a further \$200,000 to the William and Ruth Barker Library Fund and the William and Ruth Barker Science Awards.
  - Members of the Department of Anesthesia and Perioperative Medicine have made a gift of \$169,574 to establish a Professorship in Anesthesiology, Perioperative and Pain Medicine.
  - A gift of \$156,000 from the late David A. Goodwin, BSc/1955, MD/1959, BSc(Med)/1959, established the David and Sandra Goodwin Fund to support students in the Max Rady College of Medicine.
  - Gerald E. Mainman, BSc(ME)/1958 made a gift of \$101,101 CAD towards the Stanley Pauley Engineering Building.
  - Harvey Diamond, BA/1970, LLB/1973 donated \$100,000 to create a prize in Law in honour of the late Honourable Madam Justice Robyn Moglove Diamond, LLB/1975. Friends and family donated an additional \$16,500 to the fund in her memory.
  - The Polish Fraternal Aid Society of St. John Cantius has renewed their commitment to support students studying Polish history, language and culture and the Summer Abroad Program with an endowed gift of \$100,000.
- Fall convocation ceremonies were held October 16-18 at the Fort Garry Campus and October 26 on the Bannatyne Campus. Honorary degrees were awarded to Esther Suen Chi Lan, BComm(Hons)/1985, LL.D/2018, Ovide William Mercredi, LLB/1977, LL.D/2018, and Gregory Hanson, BComm(Hons)/1976, LL.D/2018.
  - On October 30<sup>th</sup> President Barnard and the Director of Government Relations met with the Honourable Colleen Mayer, Minister of Crown Services. This was an introductory meeting with the Minister, who was newly appointed to Cabinet in August.
  - On October 22<sup>nd</sup> and 23<sup>rd</sup> President Barnard, Vice-President (External) John Kearsey, Dr. James Blanchard and the Director of Government Relations were in Ottawa to meet with senior government officials, to advance UM's research and strategic priorities.

- On October 18<sup>th</sup> President Barnard presented UM's federal budget priorities to the House of Commons Standing Committee on Finance.
- On October 16<sup>th</sup> Dr. Keith Fowke, from the Rady Faculty for Health Sciences appeared before the House of Commons Standing Committee on Health to present their study on increasing benefits to the public resulting from federally funded health research.
- The first phase of the branding initiative wrapped up in mid-October after the completion of 19 brand focus group sessions. A consolidated summary of findings will be developed and will inform the development of the foundational brand strategy, which is anticipated by January 2019.
- The Next Generation Web Experience project will progress through five project stages. The first stage – Discovery – has been completed and the project has progressed into the second stage – Design and Development. In this stage, technology project team members are focused on developing a technical platform and defining the roles and responsibilities, workflows and user guidelines for the Web Content Management System.
- The DAA Celebration of Excellence taking place on May 8, 2019. Nominations for the 2019 Distinguished Alumni Awards have closed and the selection committee will begin the challenging process of selecting this year's recipients.

The 2019 DAA selection panel members include:

- Dr. Harvey Sector – Chair
  - Mary Jane Loustel – Deputy Chair
  - Dr. Susan Lewis – Member
  - Dr. Greg Hanson – Member
  - Dr. Wayne Anderson – Member
  - Dr. Mike Nesbitt – Member
  - Bruce Miller – Member
  - Scott Roehl – Member
  - Dr. Shayne Reitmeier – Member
  - Dawn Nedohin-Macek - Member
  - John Kearsey (non-voting)
  - Tracy Bowman (non-voting)
- Hartley Richardson will be presented the University of Manitoba's International Distinguished Entrepreneur Award (IDEA) on May 23, 2019. This is the third time in the event's 36-year history, where a Manitoba entrepreneur will be the recipient of an IDEA award.

In celebration of Richardson and the transformative impact he has had as a business and community leader, Arni Thorsteinson and Sandy Riley are launching the *Hartley T. Richardson Student Support Fund*. A \$2 million goal has been set by Thorsteinson and Riley to honour their friend and his two key priorities: youth and education.



## **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 Robert Biscontri will be the Speaker for the Executive Committee for the December meeting of Senate.

#### **2. Vacancies on the Senate Committee on Nominations**

The report of the University Secretary on the Senate Committee on Nominations is attached (Appendix A). Members of the Senate Committee of Nominations are nominated by the Senate Executive Committee and elected by Senate (see recommendation below). Senate Executive has made a recommendation on a nomination for one vacancy for an academic staff member.

#### **3. Comments of the Executive Committee of Senate**

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

### **Recommendation**

The Senate Executive Committee recommends:

**THAT the nomination of Professor Malcolm Smith (new appointment, Senator), representing Management, Law, and Social Work, to the Senate Committee on Nominations, be approved by Senate for the term January 1 – June 30, 2019.**

Respectfully submitted,

Dr. Jeff Taylor, Acting Chair, Senate Executive Committee

Terms of Reference:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/477.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm)

### **Vacancy on the Senate Committee on Nominations**

At the July 1977 meeting of Senate, Senate approved, without debate, area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources, and in October 2014 to take into account the Faculty of Health Sciences.

Members of the Senate Committee on Nominations are nominated by the Senate Executive Committee, and are elected by Senate.

The current membership is as follows:

Agricultural and Food Sciences & Environment, Earth and Resources	Prof. Bonnie Hallman*	2021
Architecture & Engineering	Prof. Witold Kinsner*	2019
Arts	Prof. Pamela Perkins	2020
Education, Kinesiology and Recreation Management & Extended Education	Prof. Steven Passmore*	2021
Health Sciences (2)	Prof. Marie Edwards	2019
	Prof. Barbara Shay*	2020
Libraries & Student Affairs	Ms Vera Keown	2019
Management, Law & Social Work	Prof. Robert Biscontri*	2020
Music & School of Art	Prof. Sharon Alward*	2021
Science	Prof. Helen Cameron	2021
Students (2)	Ms Nina Lam	2019
	Mr. Cody Ross	2019

\* denotes member of Senate presently or at time of appointment

One representative for Management, Law & Social Work is required as a leave replacement for Professor Biscontri from January 1, 2019 to June 30, 2019.

The composition of the Senate Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since six of the academic members currently on the Committee are Senators (or were Senators at the time of appointment), including Professor Biscontri, the candidate must be a member of Senate at the time of election to the Senate Committee on Nominations.



DATE: September 24, 2018

TO: Shannon Coyston, Associate University Secretary (Senate), Office of the University Secretary

FROM: Brandy Usick, Executive Director, Student Engagement and Success and Ali Wood-Warren, University 1 First Year Centre Coordinator *Blusick*

RE: **Modifications to the academic requirements of the Limited Admission category within University 1**

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In March 2018, a proposal for modifications to the admission requirements for University 1 (attached) was endorsed by the Senate Committee on Admissions. Within that proposal were changes to both the admissions and academic requirements of the Limited Admission category. The following provides additional information about the proposed changes to the academic requirements. The information is divided into three sections: (i) description of the current Limited Admission program, (ii) description of supports for Limited Admission students, and (iii) presentation of the proposed changes and rationale.

#### **i. Current Limited Admission program**

Information about the current Limited Admission program is located in two sections of the Academic Calendar.

##### **2.1**

High school graduates who are Canadian citizens or Permanent Residents do not meet the specific academic requirements for admission to University 1 may be admitted under a special Limited Admission category. Students in this category will have their registration restricted ([see section 3.1](#)) and will be provided with additional academic supports and services. For a full description of the Limited Admission program and requirements, please refer to the University 1 website.

##### **3.1**

University 1 students are usually restricted to a maximum of 30 credit hours during the Fall/Winter terms, with a maximum of five courses in each term. Students admitted under the Limited Admission category will be restricted to a maximum of 24 credit hours during the Fall/Winter terms, with a maximum of four courses in each term. In each case, a credit hour overload may be considered for Winter term based on Fall term performance. Contact the [University 1 First Year Centre](#) to discuss course overload requests.

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

Additional information about the Limited Admission program and the related academic supports is available on the University 1 website [http://umanitoba.ca/u1/about/limited\\_admission.html](http://umanitoba.ca/u1/about/limited_admission.html), the text of which is provided below.

The Limited Admission program is designed to guide students in their transition to successful university studies by providing them with access to specialized academic services, resources and advising.

University 1 has developed the following academic supports designed to facilitate first year success. Students are responsible for:

- Completion of the online Getting Started Tutorial before your registration for classes.
- Required registration in, and successful completion of the course Introduction to University (ARTS 1110)
- A course load limit of a maximum of 12 credit hours (4 courses) in each of the Fall and Winter terms while in the program
- Required attendance at a mid-term meeting with a University 1 Academic Advisor each term while you are in the program
- Attendance at recommended workshops and follow up on any additional resource referrals

## **ii. Supports for Limited Admission students**

As part of the review of the Limited Admission program, several issues were identified with the delivery and tracking of the academic supports.

- A key issue is the academic supports were meant to be seen as requirements to be fulfilled but that is not how they have been communicated.
- As currently presented, the responsibility to meet these requirements rests solely with the student.
- Historically, while U1 has attempted to track these requirements, there are no consequences if a student fails to complete the requirements in full or in part.
- Reminders and notifications sent to students to encourage connecting with an academic advisor have not been successful.
- There has been a lack of personalized academic advising support. Limited Admission students were seen through a drop-in basis which prevents the opportunity to establish an advising relationship.

To help remedy these challenges, a revised support program was developed and piloted during the 2017-2018 academic year. The following were features of this pilot.

- Each Limited Admission student was assigned to a dedicated academic advisor.
- Students completed the Learning and Study Strategies Inventory assessment tool.
- Targeted emails about resources were sent to the student based on discussions between the student and their assigned advisor.

Modest success of the pilot provided support for an ongoing review of the Limited Admission program. To help with these efforts, the Office of Institutional Analysis prepared a report on the Limited Admission program that provided helpful information and data.

## **iii. Proposed changes**

The proposed changes to Limited Admission category include revisions to the academic requirements. These are presented below along with a rationale for each.

1. *Students must meet, in person, with an assigned academic advisor prior to registration and meet with the advisor each term while enrolled in University 1.*

*Rational:* Consultation with academic advisors highlighted the challenge that students admitted under the Limited Admission category often do not understand what this means. Students are unaware of the academic requirements and the associated registration restrictions. During our pilot, we found that when a student had a better understanding of the Limited Admissions program, they were more likely to be compliant in meeting the requirements.

2. *Obtain course selection and registration approval from the student's assigned academic advisor prior to registration.*

*Rationale:* Required meetings with academic advisors, prior to registration, allow for discussion and exploration of some of the challenges students may have encountered in high school and allow for proactive approach in addressing these issues in a post-secondary setting. Additionally, students admitted under the Limited Admission category, by virtue of their low high school averages, are offered the last of the initial access times for course registration. Students who find space unavailable in desired courses often make inappropriate selections. These choices can contribute to poor academic outcomes and dissatisfaction with their post-secondary experience. Reviewing registration with an academic advisor will assist to ensure students are enrolling in courses that further their educational goals, consider their strengths, and account for personal commitments outside of academic responsibilities.

3. *Complete Arts 1110 Introduction to University successfully (D or better) in their first term of registration.* This 3 credit hour seminar course designed to help students make the transition to university by imparting the knowledge, skills, and attitudes requisite for success in university study. Each section limited to 30 students.

*Rationale:* The subject matter in ARTS 1110 connects with the needs of Limited Admission students. By requiring completion of this course in the first term of registration, we will be providing students with a foundation from which to build as they progress into second term and beyond.

4. *Maintain registration in a minimum of 9 and maximum of 12 credit hours in each of Fall and Winter terms, unless otherwise approved by the assigned academic advisor.*

*Rationale:* Data provided by the Office of Institutional Analysis shows a correlation between attempted credit hours and GPA. Students enrolled in full time study (18-24 credit hours over Fall/Winter) outperform those registered in part time course loads. Approximately 70% of Limited Admission students typically register for full time course loads and while these students still struggle, requiring this load is predicated to help improve outcomes for the remaining 30%. Individual circumstances will be considered. Student may request permission to reduce or exceed the required credit hour range.

5. *Participate in a minimum of one skill building workshop, as recommended by the assigned academic advisor. Workshop offerings may include but are not limited to study skills, time management, academic writing, reading academic texts, and career development and planning.*

*Rationale:* Limited Admission students often lack self-awareness about their own academic ability and skill level. Further, Limited Admission students often have potentially unrealistic ideals and inaccurate information about career options. Opportunities to discuss challenges and explore understandings with an academic advisor allows for an objective and experienced professional to

assist or guide the student in the assessment of their needs and identification of resources.

6. *Failure to satisfy these requirements will result in removal of registration privileges in University 1. Students have the right to appeal this outcome and to request that their registration privileges be reinstated.*

*In the first instance, students are to speak to their academic advisor. A written request for reinstatement may be submitted to the University 1 First Year Centre Coordinator. Decisions of the University 1 First Year Centre Coordinator may be appealed to the Executive Director, Student Engagement and Success. Decisions of the Executive Director, Student Engagement and Success may be appealed to the University 1 Appeals Committee.*

*Rationale:* The current Limited Admission program (see section ii) is presented to students as a set of supports, with the onus of engagement on the student. With the exception of the credit hour limit, there is no mechanism within the current program to require students to meet the requirements. The proposed changes will help encourage an academically vulnerable population students to understand the requirements of the Limited Admission program and the consequences for not meeting them. Currently, Limited Admission students may transit from University 1 without meeting with an advisor, attending a skill building workshop, or completing ARTS 1110 successfully.

According to data compiled by the Office of Institutional Analysis, the graduation rates of Limited Admission students is approximately 16% and GPA outcomes in first year average 1.46. By formalizing the requirements to engage with academic supports, maintain a specific course load, and make appropriate course selection, we anticipate improvement to these graduation and GPA outcomes.

We recognize that for a number of reasons students may be unable to fulfill the program requirements; therefore, we have included an option to appeal restriction of registration privileges. Both medical and compassionate circumstances will be considered as valid grounds for permission to continue registration.

- c. Susan Gottheil, Vice Provost (Students)



## MEMORANDUM

DATE: March 15, 2018

TO: Susan Gottheil, Vice Provost (Students)

FROM: Dr. Jerome Cranston, Executive Director, Student Engagement and Success  
Ali Wood-Warren, University 1 First Year Centre Coordinator

RE: **Modification to the admission requirements for University 1**

### Background

In March of 2018 a proposal to modify the direct entry admission requirement framework was considered by SCADM. Assuming it receives Senate approval, University 1 would like to modify its admission requirements based on the new framework. The new framework requires:

- Manitoba High School graduation (5 full credits at the grade 12 level in courses designated S, G, or U). A minimum 70% average over the four required courses with no less than 60% in each required course.
  - Required course #1: An English 40S
  - Required course #2: A Mathematics 40S
  - Required course #3: An academic 40S course
  - Required course #4: An academic 40S course

The current University 1 admission requirements are divided into three sets; these are often referred to as the general requirements (set A) and the two sets of limited admission requirements (set B and set C).

#### SET A:

- A minimum average of 70% over three Grade 12 S or U credits
- One credit of Grade 12 S or U English with a minimum grade of 60%

#### SET B: (Limited Admission - Canadian Citizens and Permanent Residents only)

- A minimum average of 63-69.9% over three Grade 12 S or U credits
- One credit of Grade 12 S or U English with a minimum grade of 60%

**SET C: (Limited Admission - Canadian Citizens and Permanent Residents only)**

- A minimum average of 70% over three Grade 12 S or U credits, but lacking the Grade 12 S or U English requirement (less than 60%)

**Observations**

1. The current requirements are presented in a manner that some find difficult to understand.
2. Limited admission should continue to be offered as an option to those students who do not meet the General University 1 admission requirements. In an effort to recognize our accessibility mandate, it is important to provide an opportunity to students who, for various reasons, might not meet the General University 1 admission requirements. Based on an analysis of institutional data over a seven-year period, students admitted through the current Limited Admission category have been identified as being immediately “at-risk” with respect to academic performance, persistence, and graduation, resulting in success rates much lower than students admitted through General University 1 Admission.
3. The Limited Admission University 1 admission requirements have been re-designed to improve the likelihood that only a manageable and targeted number of students, currently anticipated to be approximately 125 students per year, are admitted via the Limited Admission University 1 category. This will allow the University 1 First Year Centre academic advisors to provide sufficient resources - personnel and programs, and to provide intentional supports designed to improve the likelihood of these students achieving success.
4. A review of institutional data suggests:
  - Less than 5% of students enter University 1 with an entering admission average below 70%.
  - Approximately 1% of students enter University 1 with an entrance average below 65%
  - Historically, approximately 5% of students enter University 1 with a mathematics grade below 55%
  - Historically, approximately 1% of students enter University 1 with an English grade below 55%

**Proposed admission requirements***General University 1 admission requirements*

## Manitoba high school graduation

(5 full credits at the grade 12 level in courses designated S, G, or U) A minimum 70% average over the following, with no less than 60% in each course:

- An English 40S
- A Mathematics 40S
- Two academic 40S courses



*University 1 limited admission requirements (Canadian citizens and permanent residents only)*

Manitoba high school graduation

(5 full credits at the grade 12 level in courses designated S, G, or U) A minimum 65% average over the following, with no less than 55% in each course:

- An English 40S
- A Mathematics 40S
- Two academic 40S courses

**Notes:**

1. Students who graduate from a high school outside of Manitoba must meet the provincial or in-country equivalent.
2. Students admitted via the limited admission category will be required to satisfy a set of post-admission rules or registration requirements:
  - i. Will be required to meet with an assigned academic advisor prior to registration and meet with the advisor each term while enrolled in University 1
  - ii. Course selection and registration must be approved by the student's assigned academic advisor
  - iii. Will be required to complete Arts 1110 (D or better) in their first term of registration
  - iv. Maintain registration in a minimum of 9 and maximum of 12 credit hours per each of Fall and Winter term, unless otherwise approved by the assigned academic advisor
  - v. Participation in a minimum of one skill building workshop, as recommended by the assigned academic advisor.
3. Failure to satisfy the above noted registration requirements for students admitted under the modified Limited Admission University 1 category will result in no further registration in University 1 permitted. Students have the right to appeal this outcome, and may have registration privileges reinstated.

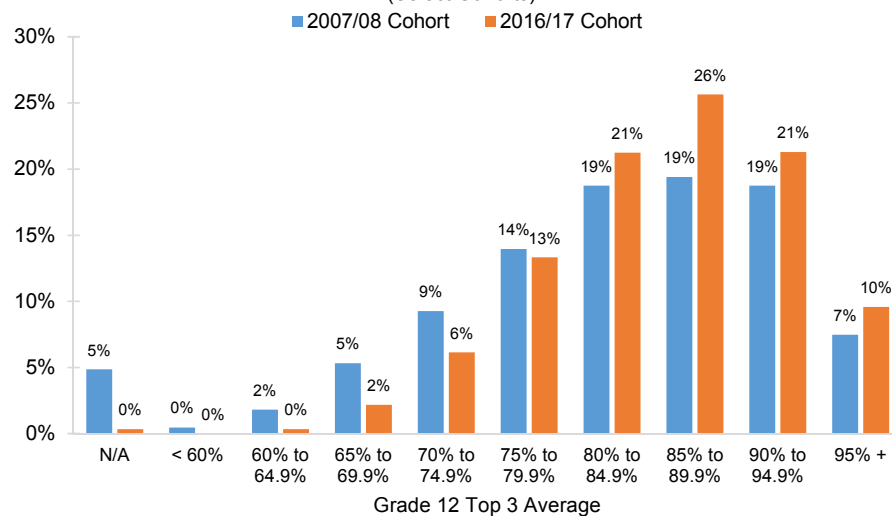
In the first instance, students are to speak to their academic advisor. A written request for reinstatement may be submitted to the University 1 First Year Centre Coordinator. Decisions of the University 1 First Year Centre Coordinator may be appealed to the Executive Director, Student Engagement and Success. Decisions of the Executive Director, Student Engagement and Success may be appealed to the University 1 Appeals Committee.

## University 1 Students and Grade 12 Top 3 Average - 2007/08 to 2016/17 Cohorts

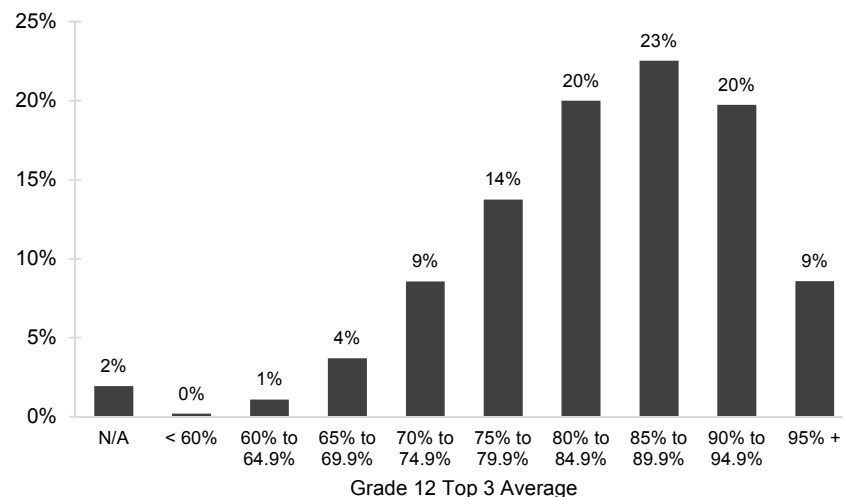
### All High School students, by Grade 12 Top 3 Average, entering University 1

Grade 12 Top 3 Average	Cohort Year										
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
95% greater	274	301	274	419	392	334	235	275	284	296	3,084
90% to 94.9%	689	643	727	768	781	705	704	717	701	658	7,093
85% to 89.9%	713	734	812	897	865	874	849	813	750	793	8,100
80% to 84.9%	689	715	781	764	799	825	710	586	664	657	7,190
75% to 79.9%	513	566	579	566	516	485	468	434	404	412	4,943
70% to 74.9%	340	377	383	347	354	324	290	240	228	190	3,073
65% to 69.9%	195	169	185	152	171	126	112	88	66	67	1,331
60% to 64.9%	66	63	54	42	36	44	38	19	14	10	386
less than 60%	17	8	13	8	5	6	8	2	-	-	67
Not Available	178	110	123	48	61	59	73	18	12	10	692
<b>Total</b>	<b>3,674</b>	<b>3,686</b>	<b>3,931</b>	<b>4,011</b>	<b>3,980</b>	<b>3,782</b>	<b>3,487</b>	<b>3,192</b>	<b>3,123</b>	<b>3,093</b>	<b>35,959</b>

All High School students by Grade 12 Top 3 Average, entering University 1  
(Select Cohorts)



All High School students by Grade 12 Top 3 Average, entering University 1  
(All Cohorts)

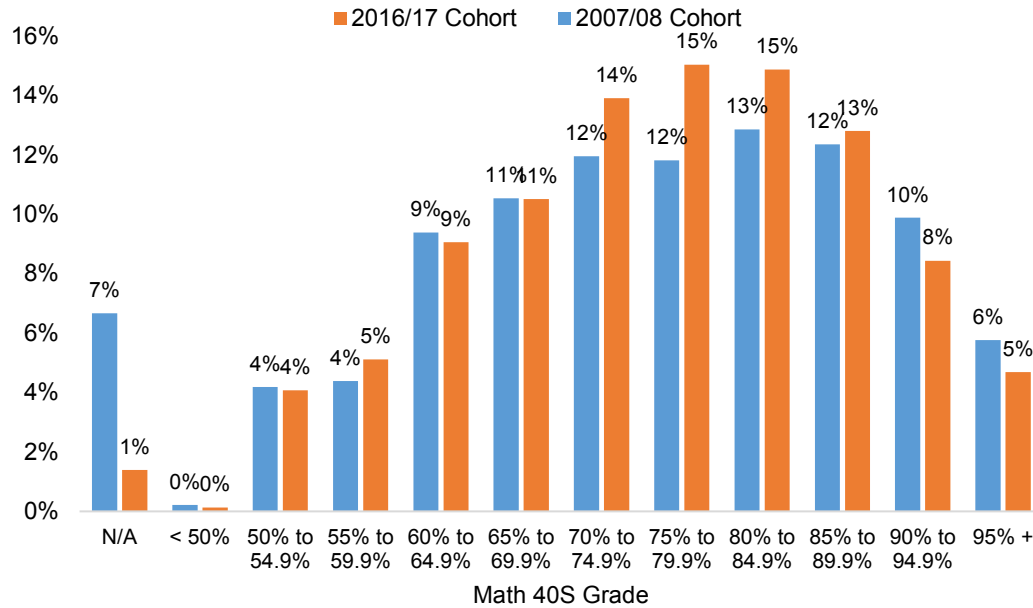


## University 1 Students and Math 40S Data - 2007/08 to 2016/17 Cohorts

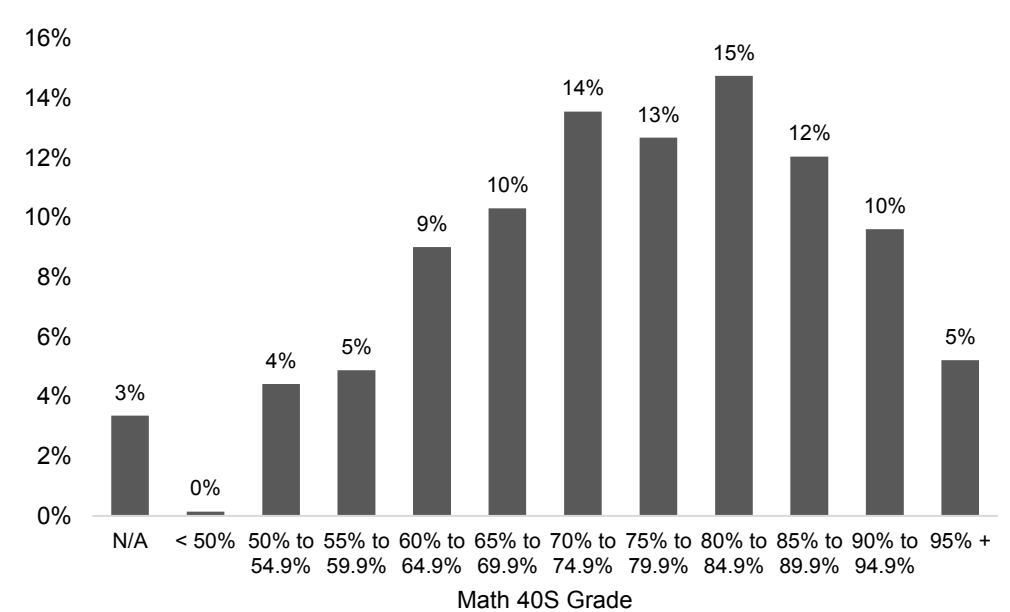
**Table 1: All High School students, by Math 40S grade, entering University 1**

High School 40S Math Grade	Cohort Year										
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
95% greater	212	203	202	238	221	198	169	141	147	145	1,876
90% to 94.9%	363	376	357	391	422	364	337	303	281	261	3,455
85% to 89.9%	454	382	451	487	483	452	440	404	382	396	4,331
80% to 84.9%	472	524	572	572	573	600	541	504	486	460	5,304
75% to 79.9%	434	425	468	513	468	434	468	431	453	465	4,559
70% to 74.9%	439	500	521	546	539	525	495	422	460	430	4,877
65% to 69.9%	387	388	405	409	369	394	365	351	314	325	3,707
60% to 64.9%	345	349	375	367	381	344	256	290	253	280	3,240
55% to 59.9%	161	193	210	196	198	192	158	135	156	158	1,757
50% to 54.9%	154	160	175	178	196	163	153	147	139	126	1,591
less than 50%	8	6	6	9	1	6	8	3	2	4	53
Not Available	245	180	189	105	129	110	97	61	50	43	1,209
<b>Total</b>	<b>3,674</b>	<b>3,686</b>	<b>3,931</b>	<b>4,011</b>	<b>3,980</b>	<b>3,782</b>	<b>3,487</b>	<b>3,192</b>	<b>3,123</b>	<b>3,093</b>	<b>35,959</b>

All High School students, by Math 40S grade, entering University 1 (Select Cohorts)



All High School students, by Math 40S grade, entering University 1 (All Cohorts)

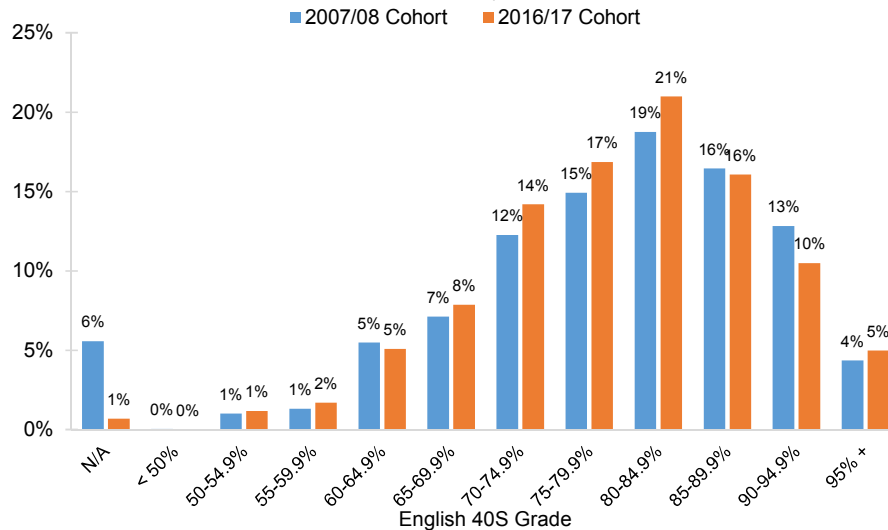


## University 1 Students and English 40S Data - 2007/08 to 2016/17 Cohorts

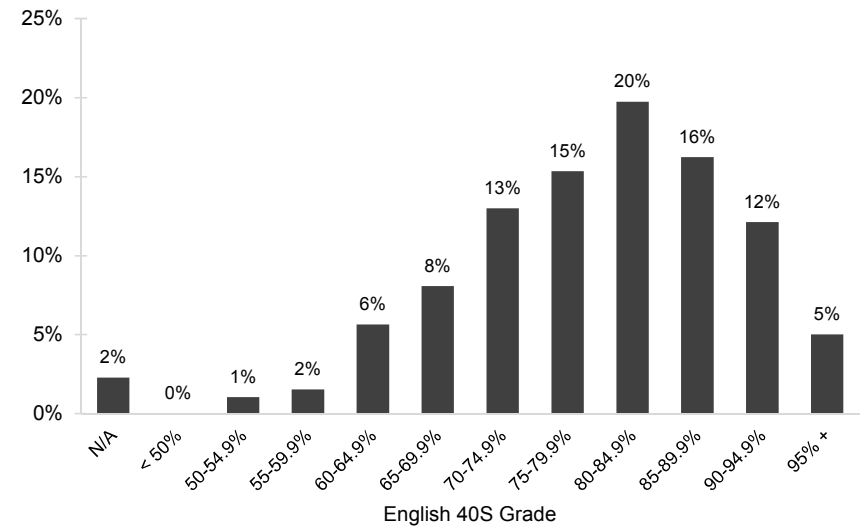
### All High School students, by English 40S grade, entering University 1

High School English 40S Grade	Cohort Year										
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
95% greater	160	148	177	236	254	189	150	170	163	154	1,801
90% to 94.9%	471	473	483	543	511	475	369	375	336	324	4,360
85% to 89.9%	604	591	637	694	675	604	527	502	505	497	5,836
80% to 84.9%	689	754	757	792	783	719	713	619	622	649	7,097
75% to 79.9%	548	543	641	584	546	600	543	490	496	521	5,512
70% to 74.9%	450	452	486	461	511	506	481	430	455	439	4,671
65% to 69.9%	261	294	297	316	289	318	313	294	275	243	2,900
60% to 64.9%	201	205	227	227	227	223	214	178	170	157	2,029
55% to 59.9%	48	50	58	57	57	53	73	56	48	52	552
50% to 54.9%	37	38	39	34	53	33	34	38	29	36	371
less than 50%	1	1	-	-	-	1	1	3	1	-	8
Not Available	204	137	129	67	74	61	69	37	23	21	822
<b>Total</b>	<b>3,674</b>	<b>3,686</b>	<b>3,931</b>	<b>4,011</b>	<b>3,980</b>	<b>3,782</b>	<b>3,487</b>	<b>3,192</b>	<b>3,123</b>	<b>3,093</b>	<b>35,959</b>

All High School students, by English 40S grade, entering University 1 (Select Cohorts)



All High School students, by English 40S grade, entering University 1 (All Cohorts)



## **Report of the Senate Committee on Admissions concerning a proposal from University 1 to modify the University 1 admission requirements (2018.04.11)**

### **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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. University is proposing that its admission requirements be modified as described in appendix II.
3. The proposal was endorsed by SCADM on April 11<sup>th</sup>, 2018.

### **Observations:**

1. In May of 2018 a proposal to modify the direct entry admission requirement framework was approved by Senate. The new framework requires:
  - Manitoba High School graduation (5 full credits at the grade 12 level in courses designated S, G, or U). A minimum 70% average over the four required courses with no less than 60% in each required course.
    - Required course #1: An English 40S
    - Required course #2: A Mathematics 40S
    - Required course #3: An academic 40S course
    - Required course #4: An academic 40S course
2. The proposed regulations conform to the new direct entry framework.
3. The current requirements, see appendix I can be confusing.
4. In order to remain accessible, it is recommended that the institution should continue to offer a limited admission category. The proposed limited admission requirements are reflective of the fact that students entering the institution via this category at a significantly higher risk of not being successful. Limited admission students will be required to satisfy a set of post admission rules as outlined in appendix II.

### **Recommendation:**

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for University 1 be approved and in effect for the fall 2021 intake.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions

**Report of the Senate Committee on Curriculum and Course Changes RE: Revised Registration Requirements, University 1, Limited Admission Category**

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**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](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. At its meeting on October 12, 2018, the committee considered proposed revisions to the registration requirements, including academic requirements, for students admitted to University 1 under the Limited Admission category of admission.
3. The Senate Committee on Instruction and Evaluation also considered proposed changes to the academic and registration requirements for students admitted under the Limited Admission category, at its meeting on October 18, 2018.
4. At its meeting on April 11, 2018, the Senate Committee on Admissions considered revised admission requirements for the Limited Admission category, which is part of the same, broader proposal to adjust the requirements for the Limited Admission category, to ensure that students admitted under this category have the necessary supports to succeed in University 1.

**Observations:**

1. At present, students admitted to University 1 under the Limited Admission category, are admitted subject to several registration restrictions, including: registration in a maximum of 24 credit hours during the Fall and Winter Terms; registration in a maximum of four (4) courses in each of the Fall and Winter Terms; the possibility of a credit hour overload in the Winter Term based on a student's academic performance in the Fall Term. In addition, these students are required to successfully complete ARTS 1110 Introduction to University, to attend recommended workshops, and to meet with a University 1 Academic Advisor midway through each Term while they are registered in University 1.
2. The committee was informed that, in practice, students have not been compelled to comply with the academic and registration requirements, in the absence of any mechanism to track these. In 2017/2018, the U1 First Year Centre piloted a revised support program and, based on the results of that initiative, determined it is now in a position to implement and track students' adherence to the revised academic and registration requirements.
3. The U1 First Year Centre is proposing to amend the academic and registration requirements for students admitted under the Limited Admission category to require that students: (i) meet in-person with an assigned academic advisor prior to registration and each term while enrolled in University 1; (ii) obtain course selection and registration approval from the assigned academic advisor prior to registration; (iii) successfully complete ARTS 1110 in their first term of registration; (iv) maintain registration in a minimum of 9 credit hours and a maximum of 12 credit hours in each of the Fall and Winter Terms, unless otherwise approved by the assigned academic advisor; (v)

participate in a minimum of one skill building workshop, as recommended by the assigned academic advisor.

4. Any student who failed to satisfy the academic and registration requirements would be prevented from future registration in University 1, with the right to appeal the decision, as set out in the proposal.
5. The committee was informed that, a student who either failed or voluntarily withdrew from ARTS 1110 in their first term of registration would be required to register in the course again in their next term of registration. These students would be subject to Limited Access, as specified in the *Repeated Course* policy. The U1 First Year Centre confirmed there would, nonetheless, be sufficient capacity in ARTS 1110 to allow these students to reregister in the course the following term.
6. It was noted that, beginning in 2019/2020 and moving forward, academic and registration requirements for students admitted under the Limited Admission category will be included in the Academic Calendar, so these would be transparent to students.

**Recommendation:**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve revised registration requirements for students admitted to University 1 under the Limited Admission category of admission, effective September 1, 2019.**

Respectfully submitted,

Professor D. McNeill, Acting Chair  
Senate Committee on Curriculum and Course Changes

## **Report of the Senate Committee on Instruction and Evaluation RE: Modification to Academic Requirements of the Limited Admission Category, University 1**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html).
2. At its meeting on October 18, 2018 SCIE considered a proposal from the First Year Centre regarding modification to the academic requirements of the Limited Admission Category within University 1. The proposal was also considered by the Senate Committee on Admissions and the Senate Committee on Curriculum and Course Changes.

### **Observations:**

1. Currently, a number of academic supports are available to University 1 students admitted to the Limited Admission category, as outlined below. These supports were intended to be seen as requirements. The proposed changes would clarify that the supports are requirements.
2. The proposed academic requirements were piloted during the 2017-2018 academic year with modest success.
3. Students admitted to the Limited Admission category would be required to meet the following academic requirements:
  - Meet with an assigned academic advisor prior to registration and each term while enrolled in University 1.
  - Obtain course selection and registration approval prior to registration.
  - Complete Arts 110 Introduction to University in their first term of registration.
  - Maintain registration in a minimum of 9 and maximum of 12 cred hours in each of the Fall and Winter terms.
  - Participate in at least one skill building workshop, as recommended by the assigned academic advisor.
4. Failure to satisfy the registration requirements noted above would result in no further registration being permitted. Such an outcome would be appealable.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:



***THAT Senate approve the modification of the academic requirements of the Limited Admission Category, University 1, effective September 1, 2019.***

Respectfully submitted,

Dr. Mark Torchia, Chair  
Senate Committee on Instruction and Evaluation



UNIVERSITY  
OF MANITOBA

Faculty of Science

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Toll Free: 1-800-432-1960 ext. 8256

September 7, 2018

Dr. Mark Torchia  
Chair of SCIE  
Attention: Shannon Coyston, Academic Specialist

**Re: Proposal to modify the entrance and continuation requirements to the B.Sc. Major Co-op programs in the Faculty of Science**

Dear Dr. Torchia;

Please find attached a proposal to modify the entrance and continuation requirements to the B.Sc. Major Co-op programs. The Faculty of Science's Co-op program proposes to increase the current minimum GPA requirement, for entry and continuation, from 2.00 to 2.50 for B.Sc. Major Co-op programs. This proposal is to be effective for Fall 2019

This proposal was approved at the Faculty of Science's Faculty Council meeting on September 5, 2018.

Please contact me if you have any questions or concerns.

Sincerely,

Dr. Ben Pak Ching Li  
Associate Dean, Undergraduate Programs, Faculty of Science

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

### **3.4 B.Sc. (Major) Cooperative Option Academic Regulations**

The Major programs that offer a Cooperative Option are: Biochemistry, Biological Sciences, Biotechnology, Chemistry, Computer Science, Genetics, Microbiology, and Statistics.

A cooperative education program is an arrangement whereby a student spends alternating periods in university and employment. There are several advantages to cooperative education programs for students. One benefit is that students are able to acquire both theoretical knowledge and practical experience. This experience assists them in selecting areas of specialization for their senior courses. During an employment period students can also typically earn enough to defray the cost of their university education. The contacts developed with potential employers are also valuable to graduating students.

All regulations governing regular Major programs apply to the Cooperative Option. In addition, the following variations apply:

#### **Entrance**

To enter the Cooperative Option a student must be eligible to enter the Major program offered by the department.

The normal point of entry to a Major Cooperative Option is following the completion of second year in the Faculty of Science.

Students are advised that satisfying the entrance requirements does not guarantee a place in the Cooperative Option in those departments where the demand for places exceeds the number of places available. In such situations the department reserves the right to determine and select the best qualified applicants.

#### **Structure and Sequencing**

The Cooperative Option consists of both academic terms and employment terms.

Each academic term can be either four months in duration or eight months in duration, as designated by the Major department.

Each employment term can be either four months in duration or eight months in duration, as designated by the Major department.

Each academic term and each employment term will commence in January, May or September.

The sequence of academic terms and employment terms is variable to suit the needs of each department, and is designated by each department.

Students are expected to follow the academic/employment term sequence defined by their department from admission through to graduation.

#### **Employment Term Requirements**

All Cooperative Options will include at least 12 months spent in employment terms with a department approved employer. Normally, each employment term will be completed with one employer.

Students are required to register in the appropriate employment term course and pay the fee prior to starting their employment term. Cooperative Option students are required to submit three written employment reports on their employment term activities. These reports are due at times designated by the Major department. In order to stay in the Cooperative program, a student must obtain a grade of "Pass" for each work term report. Each Major department will provide students with instructions regarding the content and format requirements of the employment reports.

~~Indications of unsatisfactory performance by a student on an employment term will be thoroughly investigated by the Major department. As a result of the investigation, if benefits from further professional training are questionable, the student may be required to withdraw from the Cooperative Option. The student would then be eligible to enter the regular four year Major program or the General program.~~

~~While on an employment term, a Cooperative Option student is not permitted to take more than six hours of academic credit, and may not take more than one course at a time.~~

### **Academic Term Requirements**

~~Coursework requirements of the Cooperative Option are equivalent to the coursework requirements of the four year Major program.~~

~~Cooperative Option students are expected (but are not required) to maintain a full-time course load while registered for an academic term. The “normal full load” per four month term is three half courses (9 credit hours).~~

~~To continue in a four year Major Cooperative Option a student must attain a minimum Degree Grade Point Average of 2.00 at each point of assessment. Departments may designate courses within the four year Major Cooperative Option in which students are required to attain a grade above ‘C’. Continuation in a four year Major Cooperative Option is also contingent upon satisfactory performance in employment terms.~~

~~A student who does not meet the academic requirements for continuation in a four year Major Cooperative Option will be required to withdraw from it.~~

~~A student who receives failing grades in more than 18 credit hours following admission to the four year Major program will be required to withdraw from the Major program. **Students are also subject to the academic assessment policy found in 3.1 Regulations Applicable to all Students.**~~

~~Four year Major Cooperative Option students who are required to withdraw, or voluntarily revert to an alternative degree program must fulfil all academic requirements of that degree.~~

### **3.5 3.4 B.Sc. and B.C.Sc. (Honours) Academic Regulations**

The Honours programs in the Faculty of Science are study in specific disciplines and the most heavily concentrated programs offered in the faculty. These programs lead most directly to graduate study and are in most cases prescribed extensively by the departments. A student is required to pursue this degree full-time and may be required to achieve higher grade standards than in other degree programs. The programs are regarded as professional training.

Students graduating from the Honours program in Computer Science receive the degree designation Bachelor of Computer Science (Honours), also noted as B.C.Sc. (Honours).

A student electing an Honours program will normally begin Honours work in second year and must meet the entrance requirements set out below. Honours work will consist of three years of study in prescribed courses beyond the first year and will lead to the B.Sc. (Honours) or the B.C.Sc. (Honours).

Students must complete the university written English and Mathematics requirements as described in the chapter, [General Academic Regulations and Policy](#), of this *Calendar*.

Students admitted to Honours programs must complete six credit hours from the Faculty of Arts. Because many Honours programs in the Faculty of Science do not have room for electives in Years 2, 3 and 4, these six credit hours, including the three credit hours of written English, should be completed in Year 1.

### **Honours Entrance Requirements**

To enter an Honours degree program, a student must have completed at least 24 credit hours, have a minimum DGPA of 3.00 (3.5 for entry to Psychology), and a grade of "B" or better in at least one course designated by the department(s). See Calendar entry for each department for specific information on entrance requirements.

Another way to gain entry to the many Faculty of Science Honours programs is through the **Second Year Entry Route**. If a student finds himself/herself ineligible to enter a desired Honours program following the completion of 24 or more credit hours, eligibility to enter Honours via the second year entry route can be established by taking a minimum of 18 credit hours over consecutive Fall and Winter Terms with a minimum of 9 credit hours in each term. The 18 credit hours chosen must be applicable to the program the student wishes to enter, and the student must achieve at least a "B" average on those 18 credit hours. If a student chooses to attempt more than 18 credit hours over the consecutive Fall and Winter terms, the best applicable 18 credit hours will be used to calculate whether or not the "B" average has been achieved for the purpose of assessing eligibility for entrance to the Honours program of choice. Note: Students wishing to enter an Honours program using the Second Year Entry Route must also have an overall DGPA of at least 3.00 (a 3.5 for Psychology).

**Program Approval:** ~~The department must approve a student's Honours program prior to registration for each session. Students must also obtain departmental approval for any and all revisions to their program.~~

### **Honours Continuation Requirements**

To continue in an Honours degree a minimum Degree Grade Point Average of 3.00 (a minimum 3.5 is required for Psychology) is required at each point of assessment.

Students must complete a minimum of 9 credit hours in each Fall and Winter Term (or equivalent for students in the Cooperative option).

Students who do not meet the above minimum requirement will be required to withdraw from the Honours program and may be eligible to pursue the B.Sc. Major program or the B.Sc. General degree program.

Students who accumulate more than 15 credit hours of failed courses after entering the Honours degree program (regardless of the origin of the grade or if the course has been repeated) will be required to withdraw from the program. Students required to withdraw from the Honours program may be eligible to pursue the B. Sc. Major program or the B. Sc. General degree program. **Students are also subject to the academic assessment policy found in 3.1 Regulations Applicable to all Students.**

### **Honours Graduation Requirements**

To qualify for the degree, Bachelor of Science (Honours), a student must complete a minimum of 120 credit hours or more with a minimum grade of C on all courses contributing to the credit hours that satisfy the program requirements. The Actuarial Mathematics, the Joint Honours in Statistics and Actuarial Mathematics, and the Joint Honours in Mathematics and Physics & Astronomy have more rigorous requirements; please see the calendar entries for more details.

Additionally, students must have a minimum degree grade point average of 3.00.

### **Honours Residence Requirement**

A student must successfully complete a minimum of 60 credit hours at the University of Manitoba. The courses used to satisfy the requirement must be acceptable for credit in the Faculty of Science. Residency requirements apply to both first and second degree students.

### **Withdrawal from Honours**

Honours students reverting to an alternate degree program must fulfil all academic requirements of that degree.

### **Double Honours Programs**

Double Honours programs may be available as specified under departmental headings. Other programs may be arranged in consultation with the departments concerned.

### **3.6 B.Sc. and B.C.Sc. (Honours) Cooperative Option Academic Regulations**

The Honours programs offering a Cooperative Option are: Biochemistry, Biological Sciences, Biotechnology, Chemistry, Computer Science, Genetics, Microbiology, Statistics, Joint Computer Science—Mathematics, Joint Computer Science—Physics and Astronomy, and the Joint Computer Science—Statistics program.

A cooperative education program is an arrangement whereby a student spends alternating periods in university and employment. There are several advantages to cooperative education programs for students. One benefit is that students are able to acquire both theoretical knowledge and practical experience. This experience assists them in selecting areas of specialization for their senior courses. During an employment period students can also typically earn enough to defray the cost of their university education. The contacts developed with potential employers are also valuable to graduating students. The Honours Cooperative Option therefore offers valuable work experience and simultaneously ensures an academic program of Honours calibre.

All regulations governing regular Honours programs apply to the Cooperative Option. In addition, the following variations apply:

#### **Entrance**

To enter the Cooperative Option a student must be eligible to enter the Honours program offered by the department.

The normal point of entry to an Honours Cooperative Option is following the completion of second year in the Faculty of Science. Following that point of entry all requirements of the Cooperative Option must normally be completed in no more than four years (48 months).

Students are advised that satisfying the entrance requirements does not guarantee a place in the Cooperative Option in those departments where the demand for placements exceeds the number of places available. In such situations the department reserves the right to determine and select the best qualified applicants.

#### **Structure and Sequencing**

The Cooperative Option consists of both academic terms and employment terms.

Each academic term can be either four months in duration or eight months in duration, as designated by the Honours department.

Each employment term can be either four months in duration or eight months in duration, as designated by the Honours department.

Each academic term and each employment term will commence in January, May or September.

The sequence of academic terms and employment terms is variable to suit the needs of each department, and is designated by each department.

Students are expected to follow the academic/employment term sequence defined by their department from admission through to graduation.

#### **Employment Term Requirements**

All Cooperative Options will include at least 12 months spent in employment terms with a department-approved employer. Normally, each employment term will be completed with one employer.

Cooperative Option students are required to submit at least three written employment reports on their employment term activities. These reports are due at times designated by the Honours department. In order to stay in the Cooperative program, a student must obtain a grade of "Pass" for each work term report. Each Honours department will provide students with instructions regarding the content and format requirements of the employment reports.

Indications of unsatisfactory performance by a student on an employment term will be thoroughly investigated by the Honours department. As a result of the investigation, if benefits from further professional training are questionable, the student may be required to withdraw from the Cooperative Option. The student would then be eligible to enter the regular Honours program, the four year Major program or the General program.

While on an employment term, a Cooperative Option student is not permitted to take more than six hours of academic credit, and may not take more than one course at a time.

### **Academic Term Requirements**

Coursework requirements of the Cooperative Option are equivalent to the coursework requirements of the Honours program with the exception of the Biochemistry, Biotechnology, Genetics and Microbiology programs.

Cooperative Option students must maintain a full-time course load while registered for an academic term. The "normal full load" per four month term is three half courses (9 credit hours).

To continue in an Honours Cooperative Option a student must attain a Degree Grade Point Average of 3.00 or higher at each point of assessment. A student's performance will be evaluated following each academic term. In addition, the student must meet all individual course prerequisites for further study and departmental continuation and graduation requirements.

Students who accumulate more than 15 credit hours of failed courses after entering the Honours Co-op degree program (regardless of the origin of the grade or if the course has been repeated) will be required to withdraw from the program. Students required to withdraw from the Honours program may be eligible to pursue the B. Sc. Major program or the B. Sc. General degree program. **Students are also subject to the academic assessment policy found in 3.1 Regulations Applicable to all Students.**

Continuation in an Honours Cooperative Option is contingent upon satisfactory performance on Employment Terms.

Honours Cooperative Option students who are required to withdraw or voluntarily revert to an alternative degree program must fulfill all academic requirements of that degree

### **3.5 Cooperative Education Option Academic Regulations: B.Sc. (Major) & B.Sc. and B.C.Sc (Honours)**

Cooperative education is a form of experiential learning which integrates the academic education (classroom-based learning) of interested and qualified students with relevant, supervised, and paid work experience (work-based learning) with employers. Co-op students gain valuable skills to guide them through their academic education and prepare them for future careers after graduation.

The Faculty of Science offers a Cooperative Education Option in the following Major programs: Biochemistry, Biological Sciences, Biotechnology (As of Fall 2018, admission to the Biotechnology programs has been temporarily suspended. For further information, see the Faculty of Science office.), Chemistry, Computer Science, Genetics, Mathematics, Microbiology, Physics & Astronomy and Statistics.

The Honours programs offering a Cooperative Education Option are: Biochemistry, Biological Sciences, Biotechnology (As of Fall 2018, admission to the Biotechnology programs has been temporarily suspended. For further information, see the Faculty of Science office.), Chemistry, Computer Science, Genetics, Mathematics, Microbiology, Physics & Astronomy, Statistics, Joint Computer Science -

Mathematics, Joint Computer Science – Physics and Astronomy, and the Joint Computer Science – Statistics program.

Cooperative education is optional and supplementary to academic requirements of the chosen degree. All regulations governing regular Major and Honours programs apply to the Cooperative Education Option. In addition, the following variations apply:

### Entrance

To enter the Cooperative Education Option a student must be eligible to enter the Major or Honours program offered by the department. At the time of application, students must have a minimum Degree Grade Point Average (DGPA) of 2.5 for the Major and 3.0 for the Honours Programs.

The normal point of entry to the Cooperative Education Option is following the completion of second year in the Faculty of Science. Students seeking admission will submit an application during their second year and complete an intake process with the appropriate departmental Co-op Coordinator. Application deadlines are established by the Science Co-op Office.

Students are advised that satisfying the entrance requirements does not guarantee a place in the Cooperative Education Option. The Science Co-op Office reserves the right to determine and select the best-qualified applicants.

Students admitted into the Cooperative Education Option will complete pre-employment training, including workshops, prior to the start of their first co-op work term. The structure and content of this training is developed by the Science Co-op Office. Attendance and completion of this training is mandatory.

### Structure and Sequencing

The Cooperative Education Option consists of both academic terms and co-op work terms.

Each academic term can be either four months in duration or eight months in duration, as designated by the Major or Honours department.

Each co-op work term can be either four months in duration or eight months in duration, as designated by the Science Co-op Office. An eight month work term would be counted as the equivalent of two 4 month terms.

Each academic term and each co-op work term will commence in January, May or September.

The sequence of academic terms and co-op work terms is variable to suit the needs of each department, and is designated by the Science Co-op Office in conjunction with each Major or Honours department. All Faculty of Science Cooperative Education Options must end on an academic term.

Students are expected to follow the academic/co-op work term sequence defined by their Major or Honours department from admission through to graduation.



### Co-op Work Term Requirements

All Cooperative Education Options require participating students to complete at least three (3) 4-month co-op work terms for a total of a minimum of 12 months' work experience. Each co-op work term is completed with one employer.

Students are required to register in the appropriate co-op work term course and pay the work term fee prior to starting their co-op work term.

Cooperative Education Option students are required to submit a work term report at the end of each co-op work term. These reports are due at times designated by the Science Co-op Office. In order to remain in the Cooperative Education program, a student must obtain a grade of "Pass" for each work term report. The Science Co-op Office will provide students with instructions regarding the content and format requirements of the work term reports.

While on a co-op work term, students are not permitted to take more than six hours of academic credit, and may not take more than one course at a time.

### Academic Term Requirements

Coursework requirements of the Cooperative Education Option are equivalent to the coursework requirements of the four-year Major program. For students completing an Honours program, the coursework requirements of the Cooperative Education Option are equivalent to the coursework requirements of the Honours program with the exception of the Biochemistry, Biotechnology, Genetics and Microbiology programs.

Cooperative Education Option students are required to maintain full-time study while registered for an academic term.

To continue in a four year Major Cooperative Education Option, students must attain a minimum DGPA of 2.50 at each point of assessment. A student's performance will be evaluated following each academic term. In addition, the student must meet all individual course prerequisites for further study and departmental continuation and graduation requirements. Please see department entries for further information. Continuation in the Major Cooperative Education Option is also contingent upon satisfactory performance during co-op work terms.

To continue in an Honours Cooperative Education Option a student must attain a DGPA of 3.00 or higher at each point of assessment. A student's performance will be evaluated following each academic term. In addition, the student must meet all individual course prerequisites for further study and departmental continuation and graduation requirements. Please see department entries for further information. Continuation in the Honours Cooperative Education Option is also contingent upon satisfactory performance during co-op work terms.

Students may be required to withdraw from the Cooperative Education Option for any of the following reasons:

- Failure to maintain the minimum academic requirements of the Faculty of Science and/or Major/Honours program.
- Failure to maintain the minimum credit hour requirements of the academic term in the co-op option.
- Unsatisfactory performance during a co-op work term.
- Failure to submit a co-op work term report or the submitted report does not achieve a “Pass” grade.
- Failure to observe the policies outlined in university governing documents related to Behavioural Policies and Academic Misconduct.
- Having consulted with the Co-op Director and/or Faculty Advisor, in the opinion of the Co-op Coordinator, the student does not possess sufficient ability, skills, aptitude, attitude, diligence or motivation to successfully complete the Cooperative Education Option.

Students who wish to voluntarily withdraw from the Cooperative Education Option must obtain the written approval from their Co-op Coordinator and the Science Co-op Director. Students must submit their withdrawal request to their Co-op Coordinator and receive approval by the withdrawal dates set by the Science Co-op Office for each co-op work term.

Students are not normally permitted to withdraw from the Cooperative Education Option once they have secured a position for their co-op work term; whether the position was obtained through the Science Co-op Office or through students’ own self-directed job search. Enrollment in the applicable co-op course(s) will be maintained and students are responsible for all assessed fees for the duration of the co-op work term and for meeting all academic requirements.

Students who accumulate more than 18 credit hours of failed courses after entering the four-year Major program (regardless of the origin of the grade or if the course has been repeated) will be required to withdraw from the Major Co-op program. Students are also subject to the academic assessment policy found in 3.1 Regulations Applicable to all Students.

Students who accumulate more than 15 credit hours of failed courses after entering the Honours degree program (regardless of the origin of the grade or if the course has been repeated) will be required to withdraw from the Honours Co-op program. Students required to withdraw from the Honours program may be eligible to pursue the B. Sc. Major program or the B. Sc. General degree program. Students are also subject to the academic assessment policy found in 3.1 Regulations Applicable to all Students.

Four year Major Cooperative Education Option students who are required to withdraw, or voluntarily revert to an alternative degree program must fulfil all academic requirements of that degree.

Honours Cooperative Education Option students who are required to withdraw or voluntarily revert to an alternative degree program must fulfill all academic requirements of that degree.

Revised wording for the Academic Calendar, for various departments and programs in the Faculty of Science that offer Co-operative Education Options for their degrees. Page numbers have been added to the chart so members of the SCCC and SCIE may refer to current language in the PDF version of the 2018/2019 Undergraduate Academic Calendar (<http://umanitoba.ca/calendar>).

Program	Major	Honours
<p>Biochemistry</p> <p>A cooperative education option is available for both Major and Honours students. Students should refer to Section 3.5 of this chapter for further information on the Co-op programs.</p> <p>Honours - pages 603-604 Major - page 604</p>	<p>The course and minimum grade requirements for <b>entry and continuation</b> in the Cooperative Option are the same as those required for the regular Major program. However, the <b>entry and continuation DGPA</b> requirement is set at a minimum of 2.5.</p> <p>Students are encouraged, but not required, to take 15 credit hours in each academic term in the third and subsequent years. Students are required to complete the first and second year requirements of the program and MBIO 3410 before beginning their first co-op work term.</p>	<p>The course, grade requirements and minimum DGPA requirement <b>for entry and continuation</b> in the Cooperative Option are the same as that for regular Honours program.</p> <p>Students are required to complete the first and second year requirements of the program and MBIO 3410 before beginning their first co-op work term.</p>
<p>Biological Sciences</p> <p>A cooperative education option is available for both Major and Honours students. Students should refer to Section 3.5 of this chapter for further information on the Co-op programs.</p> <p>Honours - page 606 Major - page 607</p>	<p>The course and minimum grade requirements for <b>entry and continuation</b> in the Cooperative Option are the same as those required for the regular Major program. However, the <b>entry and continuation DGPA</b> requirement is set at a minimum of 2.5.</p> <p>Before starting the first co-op work term, the prerequisite courses listed below must be completed:</p> <p>BIOL 1020, BIOL 1030, CHEM 1300, CHEM 1310, STAT 1000, 3 credit hours of specified Mathematics or Physics, BIOL 2300, BIOL 2500, and BIOL 2520. In addition, students must complete 9 credit hours from program core courses as follows: students must select one course from Group A (BIOL 2200, BIOL 2210), plus one course from Group B (BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262), plus one additional course from either Group A or Group B.</p>	<p>The course, grade requirements and minimum DGPA requirement <b>for entry and continuation</b> in the Cooperative Option are the same as that for regular Honours program.</p> <p>Before starting the first co-op work term, the prerequisite courses listed below must be completed: BIOL 1020, BIOL 1030, CHEM 1300, CHEM 1310, STAT 1000, 3 credit hours of specified Mathematics or Physics, BIOL 2300, BIOL 2500, BIOL 2520 and BIOL 3100. In addition, students must complete 9 credit hours from program core courses as follows: students must select one course from Group A (BIOL 2200, BIOL 2210), plus one course from Group B (BIOL 2240, BIOL 2242, BIOL 2260, BIOL 2262), plus one additional course from either Group A or Group B.</p>
<p>Chemistry</p> <p>A cooperative education option is available for both Major and Honours students. Students</p>	<p>The course and minimum grade requirements for <b>entry and continuation</b> in the Cooperative Option are the same as those required for the regular Major</p>	<p>The course, grade requirements and minimum DGPA requirement <b>for entry and continuation</b> in the Cooperative Option are the same as that for regular Honours program.</p>

<p>should refer to Section 3.5 of this chapter for further information on the Co-op programs.</p> <p><b>Honours - page 622</b> <b>Major - pages 622-623</b></p>	<p>program. However, the <b>entry and continuation DGPA</b> requirement is set at a minimum of 2.5.</p> <p>Students are required to complete 24 credit hours of Chemistry (including CHEM 2470 and CHEM 2260 (the former CHEM 2280) or CHEM 2290) before beginning their first co-op work term.</p>	<p>Students are required to complete 24 credit hours of Chemistry (including CHEM 2470 and either CHEM 2260 (the former CHEM 2280) or CHEM 2290) before beginning their first co-op work term.</p>
<p><b>Computer Science</b> A cooperative education option is available for both Major and Honours students. Students should refer to Section 3.5 of this chapter for further information on the Co-op programs.</p> <p><b>Honours - page 630</b> <b>Major - page 631</b></p>	<p>The course and minimum grade requirements for <b>entry and continuation</b> in the Cooperative Option are the same as those required for the regular Major program. However, the <b>entry and continuation DGPA</b> requirement is set at a minimum of 2.5.</p> <p>Students are required to complete all the first and second year courses in the program chart before their first co-op work term.</p>	<p>The course, grade requirements and minimum DGPA requirement <b>for entry and continuation</b> in the Cooperative Option are the same as that for regular Honours program.</p> <p>Students are required to complete all the first and second year courses in the program chart before their first co-op work term.</p>
<p><b>Genetics</b> A cooperative education option is available for both Major and Honours students. Students should refer to Section 3.5 of this chapter for further information on the Co-op programs.</p> <p><b>Honours - pages 638-639</b> <b>Major - page 639</b></p>	<p>The course and minimum grade requirements for <b>entry and continuation</b> in the Cooperative Option are the same as those required for the regular Major program. However, the <b>entry and continuation DGPA</b> requirement is set at a minimum of 2.5.</p> <p>Students are required to complete the first and second year requirements of the program and MBIO 3410 before beginning their first co-op work term.</p>	<p>The course, grade requirements and minimum DGPA requirement <b>for entry and continuation</b> in the Cooperative Option are the same as that for regular Honours program.</p> <p>Students are required to complete the first and second year requirements of the program and MBIO 3410 before beginning their first co-op work term.</p>
<p><b>Microbiology</b> A cooperative education option is available for both Major and Honours students. Students should refer to Section 3.5 of this chapter for further information on the Co-op programs.</p> <p><b>Honours - page 651</b> <b>Major - page 652</b></p>	<p>The course and minimum grade requirements for <b>entry and continuation</b> in the Cooperative Option are the same as those required for the regular Major program. However, the <b>entry and continuation DGPA</b> requirement is set at a minimum of 2.5.</p> <p>Before beginning their first co-op work term, students are required to complete the first and second year requirements of the program, in addition to MBIO/CHEM 2370, MBIO 3010 and MBIO 3410.</p>	<p>The course, grade requirements and minimum DGPA requirement <b>for entry and continuation</b> in the Cooperative Option are the same as that for regular Honours program.</p> <p>Before beginning their first co-op work term, students are required to complete the first and second year requirements of the program, in addition to MBIO/CHEM 2370, MBIO 3010 and MBIO 3410.</p>
<p><b>Statistics</b> A cooperative education option is available for both Major and Honours students. Students should refer to Section 3.5 of this chapter for further information on the Co-op</p>	<p>The course and minimum grade requirements for <b>entry and continuation</b> in the Cooperative Option are the same as those required for the regular Major program. However, the <b>entry and continuation DGPA</b> requirement is set at a minimum of 2.5.</p> <p>Students are required to complete</p>	<p>The course, grade requirements and minimum DGPA requirement <b>for entry and continuation</b> in the Cooperative Option are the same as that for regular Honours program.</p> <p>Students are required to complete the first and second year requirements of the program; and STAT 3470 and STAT 3480 before</p>

<p>programs.</p> <p>Honours - page 665</p> <p>Major - page 665</p>	<p>the first and second year requirements of the program; and STAT 3470 and STAT 3480 before beginning their first co-op work term.</p>	<p>beginning their first co-op work term.</p>
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## **Report of the Senate Committee on Instruction and Evaluation RE: Modification of Entrance and Continuation Requirements, B.Sc. (Major) Co-operative Education Option, Faculty of Science**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html).
2. At its meeting on October 18, 2018 SCIE considered a proposal from the Faculty of Science regarding modifying the entrance and continuation requirements of the Bachelor of Science (Major) – Co-operative Education Option. The proposal was also considered by the Senate Committee on Curriculum and Course Changes.

### **Observations:**

1. The Faculty is proposing to increase the minimum Degree Grade Point Average, for entry to and continuation in, the Bachelor of Science (Major) Co-operative Education Option, from the current 2.00 to 2.50. The Faculty noted a number of reasons for the modification, including for students to be more competitive when seeking co-op positions from employers and being eligible for co-op positions that are supported by Natural Sciences and Engineering Research Council Undergraduate Student Research funding.
2. The Faculty is proposing that each of the department sections of the Academic Calendar which offer a B.Sc. (Major) co-operative education option would be modified to include the increased minimum Degree Grade Point Average for entry and continuation. Currently this would include the following department sections of the Academic Calendar: Biochemistry, Biological Sciences, Chemistry, Computer Science, Genetics, Microbiology and Statistics.
3. The Faculty is also proposing to combine the current, separate, *B.Sc. (Major) Co-operative Option Academic Regulations* and *B.Sc. and B.C.Sc. (Honours) Co-operative Option Academic Regulations* sections into one section titled, *Co-operative Education Option Academic Regulations: B.Sc. (Major) & B.Sc. and B.C.Sc. (Honours)*.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

***THAT Senate approve the modification of the entrance and continuation requirements of the Bachelor of Science (Major) – Co-operative Education Option, Faculty of Science, effective September 1, 2019.***

Respectfully submitted,

Dr. Mark Torchia, Chair  
Senate Committee on Instruction and Evaluation

**Report of the Senate Committee on Curriculum and Course Changes RE: Revised Academic Regulations and Academic Calendar Content for Cooperative Education Options, Faculty of Science**

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**Preamble:**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html)
2. At its meeting on October 12, 2018, the SCCCC considered a proposal from the Faculty of Science, to revise the entrance and continuation requirements for the Bachelor of Science (Major), Cooperative Options. The committee also reviewed revised Academic Calendar content for the Cooperative Options for the Bachelor of Science (Major), Bachelor of Science (Honours), and Bachelor of Computer Science (Honours) degrees.
3. The Senate Committee on Instruction and Evaluation considered the same proposal at its meeting on October 18, 2018.

**Observations:**

1. The Faculty of Science is proposing to increase the minimum Degree Grade Point Average required for entrance and continuation in the Bachelor of Science (Major), Cooperative Options, from 2.00 to 2.50. There would be no change to the minimum Degree Grade Point Average of 3.00 required for entrance and continuation in the Bachelor of Science (Honours) and Bachelor of Computer Science (Honours), Cooperative Options.
2. The rationale for increasing the minimum required Degree Grade Point Average is that the current requirements result in some students in the B.Sc.(Maj.), Cooperative Options not being competitive for certain cooperative education opportunities. The current requirements: (i) are among the lowest for co-op programs at Canadian institutions, meaning this cohort of students, overall, is not as strong academically as their peers at other places; (ii) do not meet the minimum B- cumulative average required for the Natural Sciences and Engineering Research Council Undergraduate Student Research Awards (NSERC USRA), which are used to fund many cooperative education positions; (iii) exclude students from a proportion of cooperative placements (about 20 percent, recently) where an employer requires a minimum Grade Point Average. In the 2018 summer work term, minimum Grade Point Averages required by employers ranged from 2.83 to 4.0.
3. The Faculty has provided Academic Calendar content for the Cooperative Education Option Academic Regulations, for the B.Sc.(Maj.) and B.Sc.(Hons.) and B.C.Sc.(Hons.) programs that has been edited and reorganized to increase clarity and reduce inconsistencies across entries for the various departments/programs and the Faculty. The revised content also sets out a number of regulations that reflect current practice but have not previously been communicated in the Academic Calendar. These include:

- a requirement that students admitted to the Cooperative Education Option complete pre-employment training, including workshops, prior to the start of the first work term;
- a requirement that all Cooperative Education Options must end on an academic term;
- a requirement that students complete at least three four-month work terms;
- the circumstances in which students would be required to withdraw from the Cooperative Education Option;
- limitations on voluntary withdrawal from the Cooperative Education Option.

In the Academic Calendar entry for each department/program offering a Cooperative Education Option, content related to the Cooperative Option would be reduced and students would be directed to the Faculty entry. Departments would continue to include any program-specific information for their Cooperative Options.

### **Recommendation:**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve (i) revised academic regulations for the Bachelor of Science (Major), Cooperative Options and (ii) revised Academic Calendar content concerning the academic regulations for all of the Bachelor of Science (Major), Bachelor of Science (Honours), and Bachelor of Computer Science (Honours), Cooperative Options, Faculty of Science, effective September 1, 2018.**

Respectfully submitted,  
Professor Dean McNeill, Acting Chair  
Senate Committee on Curriculum and Course Changes



## Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

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### Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Graduate Studies (Admissions).

### Observations

1. The **Faculty of Graduate Studies** proposes that the countries Malawi and Uganda be added to the English Language Exemption list. These additions are in line with other U15 institutions. The Universities of Calgary and Toronto were major references.
  - Malawi (Population 18.09 million, English is the official language)
  - Uganda (Population 41.49 million, English is the official language, used in school systems, newspapers, and courts)

### English Language Exemption List

[http://umanitoba.ca/faculties/graduate\\_studies/admissions/english\\_exemption\\_list.html](http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.html)

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

Anguilla	Grenada	Saint Helena
Antigua and Barbuda	Guam	St. Kitts & Nevis
Ascension	Guyana	St. Lucia
Australia	Ireland (Republic of)	St. Vincent and the
Bahamas	Isle of Man	Singapore
Barbados	Jamaica	South Africa
Belize	Kenya	Trinidad & Tobago
Bermuda	Kiribati	Tristan da Cunha
Canada	Lesotho	Turks and Caicos Islands
Cayman Islands	<u>Malawi</u>	Tuvalu
Channel Islands	Malta	<u>Uganda</u>
Dominica	Montserrat	United Kingdom
Falkland Islands	Namibia	U.S.A.
Fiji	New Zealand	Virgin Islands
Ghana	Nigeria	Wake Island
Gibraltar	Pitcairn Island	Zambia
	Puerto Rico	Zimbabwe

Last updated: May 2013

Reference: Central Intelligence Agency (CIA) World Factbook:

<https://www.cia.gov/library/publications/the-world-factbook/>

## **Recommendations**

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

### **Faculty of Graduate Studies**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/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 Course, Curriculum and Regulation Changes

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### Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Department of Biochemistry & Medical Genetics.

### Observations

1. The **Department of Biochemistry & Medical Genetics** proposes changes to its supplemental regulations:
  - Section 1.1.1 and 4.5: The language “summary of project intentions” changed to “letter of intent” for clarity (not content) with a due date of Dec 1.
  - Section 1.1.2 Deadlines: Changed application due date for “all applicants” to Jan 11.
  - Section 1.1.11 Entrance: Changed “B.Sc.” to “Bachelor’s degree with relevant coursework”. For example, if someone has a B.A. in psychology but has taken enough genetics coursework and recommended courses, they would still be adequately prepared for the program. The GCP Admissions Subcommittee has discussed this point and agrees. The Association of Genetic Counseling Program Directors (AGCPD) discusses on their website that applicants have a 4-year baccalaureate degree and undergraduate coursework in biology, chemistry, organic chemistry, biochemistry, genetics, statistics and psychology to be eligible to apply. The department believes that the B.Sc. requirement is too restrictive as it cares more about students having passed the required coursework areas. Added that the counselling experience should be practical with a training component.
  - Section 4.4.1 Thesis Route: Due to the strong counselling experience of the department’s applicant pool (requirement for admission) and feedback from both students and course instructors within the applied counselling program, the following curriculum change was proposed and approved by the Genetic Counselling Advisory Committee. Instead of COUN0200 being a program requirement, it is proposed that the student, in consultation with the program director, will select an additional course within the applied counselling program, based on their past experience and interest which could include “Working with families (COUN0240),” “Counselling Theories (COUN0202),” or “Counselling II (COUN0200).” The department hopes this selective option will be driven by the students past experience and avoid redundancies in training.
  - Section 4.7.3: Added a note for that fall reviews for first year GCP students will be done by the program director as they do not yet have their committee assembled. This is the language the department used in the student handbook and was approved by the Graduate Student Affairs Committee.
  - Section 4.7.5: Deleted some unnecessary items about the forms to document “Ancillary Experiences”. Also added “Pan-Can Genetic Counselling” rounds to these requirements.
  - Section 4.8.1: Added a comment that the thesis proposal cannot be combined with the annual review for the GCP as approved by the Graduate Student Affairs Committee.
  - Section 4.8.1.3: The department has reduced the timing for the presentation at the M.Sc. defense from 30 minutes to 20 minutes. This is to ensure that there is sufficient time for the

examining committee to assess the student's knowledge of their project and field via questioning.

### **Recommendations**

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

#### **Department of Biochemistry & Medical Genetics**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/ak

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

Faculty of Graduate Studies Regulation	Supplemental Regulation																
<p>The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. <b>Applicants should contact the department to which they are applying for the procedures, requirements and departmental application deadlines.</b></p> <p><b>1.1.1 Process:</b></p> <p>1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online system, UMGradConnect.</p> <p><b>NOTE:</b> International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).</p> <p>1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit’s criteria including, but not limited to, availability of advisors, space, and facilities.</p> <p>1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies’ eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.</p>	<p>general office in Room 336 Basic Medical Sciences Building at the Bannatyne Campus.</p> <p>Admissions are considered on a case-by-case basis by the Graduate Student Admissions and Awards Committee and are based upon transcripts, English proficiency, and two letters of recommendation. Prospective students for the research-based programs must have written confirmation from a willing, potential advisor before they will be admitted to the Department. Applicants should have written confirmation from an advisor before submitting their application to the Faculty of Graduate Studies.</p> <p>For the Genetic Counselling Program (GCP), written confirmation from a thesis advisor and a <u>2-page Letter of Intent-summary of project intentions</u> must be submitted to the GCP director by <u>December 1 the end of the fall term</u> in the first year of the program <u>for approval</u>.</p> <p>The Supplemental Regulations in effect when the student was registered in the department will govern the student’s program. If new Supplemental Regulations are adopted during the course of their program, students will have the option to remain under the original regulations or to switch to the new regulations. Their decision on this matter will be indicated by signing a form, which will remain with their records and a copy forwarded to FGS.</p>																
<p><b>1.1.2 Deadlines for Recommended Applications (from Departments to the Faculty of Graduate Studies)</b></p> <p>The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from graduate units.</p> <table><tr><th>Session</th><th>Start Date</th><th>Canadian/US</th><th>International</th></tr><tr><td>FALL</td><td>September</td><td>July 1</td><td>April 1</td></tr><tr><td>WINTER</td><td>January</td><td>November 1</td><td>August 1</td></tr><tr><td>SUMMER</td><td>May</td><td>March 1</td><td>December 1</td></tr></table> <p><b>IMPORTANT:</b> <u>These are not application deadlines.</u> Applicants are <b>required</b> to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular unit. Applicants are advised to confirm the deadline of the unit to which the application is being made. Contact information for each unit can be found at <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html">http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html</a></p> <p>The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications may be considered for the next available start date.</p>	Session	Start Date	Canadian/US	International	FALL	September	July 1	April 1	WINTER	January	November 1	August 1	SUMMER	May	March 1	December 1	<p>For the research-based programs, to ensure sufficient time for evaluation and processing, <b>completed applications and necessary supporting documents, including written confirmation of provisional acceptance from a prospective advisor</b>, should be submitted to the Faculty of Graduate Studies <b>at least one month prior</b> to the dates shown in the table to the left. Due to possible delays in processing, early submission is recommended.</p> <p>For the GCP: students are admitted in the Fall term only. The deadline for all admission documents is January <b>11 45</b> for <u>all applicants Canadian, US, and International students</u>. Students selected for an in-person interview will be notified in February for an interview date in March/April.</p>
Session	Start Date	Canadian/US	International														
FALL	September	July 1	April 1														
WINTER	January	November 1	August 1														
SUMMER	May	March 1	December 1														
<p><b>1.1.3 Application Fee</b></p> <p>A \$100.00 (CDN) fee must accompany admission applications from all Canadian, Permanent Resident or International applicants. If submitting a paper application, a \$120.00 (CDN) fee must accompany the admission application.</p>																	

Note:

Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
<p>In addition, foreign language students may be asked by the unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated above. Students should check departmental supplemental regulations for details.</p>	
<p><b>1.1.8 English Language Proficiency Test Exemption List</b></p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website at <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm">http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm</a></p>	
<p><b>1.1.9 Letters of Recommendation</b></p> <p>Letters of Recommendation are to be completed via Radius, the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review their specific Program webpage at <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html">http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html</a>.</p>	<p>For the GCP: three letters of recommendation are required. One of the three letters must come from an individual who can assess the applicant's counselling abilities.</p>
<p><b>1.1.10 Admission Tests</b></p> <p>Some units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular unit, and if required, the scores must be submitted at the time of application.</p>	<p>The Department does not require prospective students to submit scores on the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT)</p>
<p><b>1.1.11 Entrance Requirements</b></p> <p>The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two previous years of full time university study (60 credit hours).</p> <p><b>Note:</b> This is the minimum requirement of the Faculty of Graduate Studies and units may have higher standards and additional criteria.</p>	<p>For the research-based programs, the minimum standard for acceptance is a 3.5 (on a 4.5 scale) Grade Point Average, or equivalent, in the previous 60 credit hours of university study, or equivalent (normally the most recent two years of study). In addition, during this period there should be no grade lower than C+ in any biochemistry, genetics, or closely related course deemed relevant to the proposed course of study.</p> <p>In rare cases, applicants with a Grade Point Average lower than 3.5 / 4.5 or with a grade less than C+ in one relevant course in the previous 60 credit hours, or equivalent, may be admitted to the Department based on individual circumstances and the written support of the prospective advisor. Students in this situation should consult with their prospective advisor and the Chair of the Graduate Student Admissions and Awards Committee.</p> <p>Prospective students must also obtain a letter of support from a faculty member who is available to advise the student and can provide the resources needed to support the student's research.</p>

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<div></div> <div></div> <div></div> <div></div>	<p>For the GCP: the minimum standard for acceptance is 3.7 (4.5 scale) Grade Point Average (GPA), or equivalent in the previous 60 credit hours of university student. Students to be considered for this program will have completed (at minimum) a Bachelor's <u>of Science</u> degree that should include undergraduate genetics courses in the principles of genetics, cell biology, <u>human genetics</u> and molecular biology. At least one course in Psychology is required. Courses in developmental biology, statistics and embryology are an asset but not required.</p> <p>Previous <u>practical</u> counselling experience is required (ex. Crisis programs, planned parenthood and peer-to-peer counselling, <u>which usually require a training component</u>).</p> <p>A Personal Statement of Intent of no more than two pages (double spaced, 1" margins) outlining relevant experience and reason for pursuing genetic counselling training is required.</p>
<p><b>1.1.12 Eligibility of University of Manitoba Staff Members</b></p> <p>A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the unit in which the appointment is held.</p>	
<p><b>1.2 Registration Procedures</b></p> <p><b>1.2.1 Registration</b></p> <p>Undergraduate students are not allowed to register in graduate courses. Pre-Master's students are not allowed to register in 7000-level courses or above, with the exception of <a href="#">GRAD 7500</a>.</p> <p><b>All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar.</b> Any student not registering by the registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the unit, a student may defer registration for up to one term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the unit, for up to one year following acceptance.</p> <p><b>All programs must be approved by the Head of the major unit or designate.</b> Approval to take courses from units outside the major unit must be obtained from the outside unit.</p> <p>The approval or denial of admission and registration to two programs rests with the Dean of the Faculty of Graduate Studies in consultation with the unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration on the "Concurrent Curriculum Permission" form (<a href="http://intranet.umanitoba.ca/student/records/2323.html">http://intranet.umanitoba.ca/student/records/2323.html</a>).</p>	

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student with any necessary prerequisites for courses to be taken in the Master's program.	
<b>4.4 Program Requirements</b>  In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the unit and may follow the unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.	
<b>4.4.1 Thesis/Practicum Route</b>  A minimum of 12 credit hours of coursework, unless otherwise stated in the unit's supplemental regulations, plus a thesis or practicum is required. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.	<p>A written thesis is required for the research-based Master's degree.</p> <p>1) Students must enroll in BGEN.7000 – Research Seminar for Master's Students (1.0 credit) every Fall and Winter term they are registered in the program (until the thesis is submitted). Students will present one seminar (approximately 20-25 minutes plus approximately 5-10 minutes questions) on his/her research topic each academic year.</p> <p>Students must attend at least 80% of the seminars in BGEN.7000 unless they have the written consent of the course coordinator (consent will only be given in exceptional cases; for example, student is out of town; student has started a new program or job and is only awaiting completion of their thesis). The course coordinator will monitor attendance and give the student (and his/her advisor) a single written warning if they are missing too many seminars. Students who do not have 80% attendance at the end of that year's seminar program will receive an F grade in the course and will be required to withdraw from the program.</p> <p>2) Students must complete a minimum of 9.0 credit hours of course work in addition to BGEN.7000 – Research Seminar for Master's Students.</p> <p>2.1) For students accepted into the BMG M.Sc. program with a research focus in Biochemistry and/or Genetics, the 9.0 credit hours must include IMED.7120 Medical Biochemistry (3.0 credits) and IMED.7170 Medical Genetics (3.0 credits). If, after consultation with the student's advisory committee, the course coordinator, and the Graduate Student Affairs Committee, it is deemed that a student already holds a course equivalent to IMED.7120 or IMED.7170, then alternative coursework will be selected as agreed by the student's advisor or advisory committee.</p> <p>An additional 3.0 credit hours of course work suitable for the student's academic program must be taken as agreed upon by the student and his/her advisor and/or advisory committee.</p> <p>2.2) For students accepted into the BMG M.Sc. program with a research focus in computational biology, courses in their M.Sc. program will include IMED.7280 Medical Computational Biology (3.0 credits), and either IMED.7120 Medical Biochemistry (3.0 credits) or IMED.7170 Medical Genetics (3.0 credits), BGEN 7000 Research Seminar (1.0 credit) and an additional 3.0</p>

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	<p>credit hours in course work suitable for the student's academic program as agreed upon by the student and their advisor and/or advisory committee. If after consultation with the student's advisory committee, the course coordinator and the Graduate Student Affairs Committee, it is deemed that a student already holds a course equivalent to IMED.7120 or IMED.7170, then alternative coursework will be selected as agreed by the student's advisor or advisory committee.</p> <p>For the GCP: a written thesis, clinical rotations, and 29 credit hours of coursework in addition to BGEN 7000 – Research Seminar for Master's Students are required.</p> <p>Required courses include:  BGEN.7090 Principles &amp; Practice of Human Genetics (3.0 credits),  BGEN 7270 Genetic Counselling Clinic Rotation I &amp; II (4.0 credits in total),  BGEN.7142 Clinical Genetics I (3.0 credits),  BGEN.7144 Clinical Genetics II (3.0 credits),  IMED.7410 Biomedical Trainee Skills (3.0 credits),  BGEN.7130 Genetic Epidemiology of Human Populations (3.0 credits),  BGEN.7160 Theory and Practice of Genetic Counselling (3.0 credits),  BGEN.7280 Advanced Genetic Counselling Clinic Rotation I &amp; II (4.0 credits in total), and  BGEN.7040 Seminars in Human Genetics (3 credits).</p> <p>In addition, GCP students must complete <u>Counselling Skills I and II (Counselling Certificate Program), Online Research the Course on Research Ethics (CORE), Personal Health Information (PHIA) session, and a 5-week external clinic rotation and two courses from the Applied Counselling Certificate Program, including "Counselling Skills I" (COUNS0100). The second course will be selected from "Working with Families" (COUNS 0240), "Counselling Theories" (COUNS0202) or "Counselling Skills II" (COUNS0200) in consultation with the GCP Director.</u></p> <p>If, after consultation with the student's advisory committee, the course coordinator, and the Graduate Student Affairs Committee, it is deemed that a student already holds a course equivalent to any of the required courses, then alternative coursework will be selected as agreed by the student's advisor or advisory committee.</p> <p>All students must consult with his/her advisor or advisory committee when deciding which courses to take and submit a completed <b>"Course Approval"</b> form (from BMG website) to the General Office for processing.</p> <p>Students must provide the Chair of the Graduate Student Affairs committee, or designate, with the written approval of their advisory committee to withdraw from a course. Withdrawal from courses will be noted at the student's annual review meeting.</p>
<b>4.4.2 Course-based/Comprehensive Examination Route</b>	

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<p><b>4.4.7 Time in Program</b></p> <p>The minimum time for students in the Master's program is equivalent to two terms. Completion of most programs requires more than this and students should check unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four years for students declared as full-time and six years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual units and/or programs may have specified minimum and maximum time limits, and students should periodically check unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request Form" (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>) <b>at least three, but no more than four, months</b> prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	<p><i>Note: Maximum time to completion is now 4 years for full-time students. See section 1.4.1 for criteria relating to full-time and part-time status.</i></p>
<p><b>4.5 Student's Advisor/Co-Advisor</b></p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one term following registration. The advisor must:</p> <ul style="list-style-type: none"> <li>• hold at least a Master's degree or equivalent,</li> <li>• be a member of the Faculty of Graduate Studies,</li> <li>• have expertise in a discipline related to the student's program, and</li> <li>• hold an appointment in the student's unit.</li> </ul> <p>It is the responsibility of the unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the unit Head, within one term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p> <p>In special circumstances, an advisor and a maximum of one (1) co-advisor, upon approval of the unit Head may advise a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both co-</p>	<p><b>Student's Advisor:</b> For the Research Master's Program: each student must have written confirmation from an advisor prior to admission to the department. The advisor will ensure that the student receives a stipend of no less than the value of a University of Manitoba Graduate Fellowship for the first year of his/her program, whether from a studentship, research grants, or a combination of the above. It is expected that the student, with the assistance of their advisor, will apply to all appropriate granting agencies for which they are eligible for continued support.</p> <p>For the GCP: Thesis advisor must be in place and a <u>Letter of Intent</u> <del>summary of project intentions, must be</del> submitted to the GCP Program Director by <u>December 1</u> <del>the end of the fall term</del> in the first year of the program. No stipend will be associated with the GCP program.</p>

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<p>advisors' signatures are required on all documents where the advisor's signature is required.</p> <p>The advisor/co-advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work.</p> <p>A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same unit.</p> <p>The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor/co-advisor and the student are required to sign the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, Head of the unit or the Dean of the Faculty of Graduate Studies.</p> <p>Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the unit Graduate Chair, the Head of the unit, or the Dean of the Faculty of Graduate Studies.</p> <p>All students should consult unit supplemental regulations for specific details regarding advisor/co-advisor requirements.</p>	
<p><b>4.6 Advisory Committee</b></p> <p><b>4.6.1 Thesis/Practicum Route</b></p> <p>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 and guidance 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 (<a href="http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html">http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html</a>), 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, under normal circumstances, that Advisory Committee members have a Master's 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. A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same unit. Graduate students may not serve on graduate student advisory committees.</p> <p>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.</p>	<p>Advisory Committee:</p> <p>For the Research Master's program: within one month of beginning the program, 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.</p> <p>For the GCP: each student, in consultation with his/her advisor, and the GCP Program Director, will select an advisory committee and submit their names to the Chair of the Graduate Student Affairs Committee for approval before the end of the fall semester in the first year of the program.</p> <p>For both programs:</p> <p>Advisory committees are responsible to:</p> <ol style="list-style-type: none"> <li>1) monitor the student's program of study, academic progress, and thesis research progress;</li> <li>2) provide advice to the students on research or other matters connected with their programs of study;</li> <li>3) conduct a formal Annual FGS Review of the student's progress in time to file a report to the Faculty of Graduate Studies by June 1<sup>st</sup> of each calendar year;</li> <li>4) conduct a Fall BMG Review of the student's progress in time to file a report to the Chair of the Graduate Student Affairs Committee, by December 1<sup>st</sup> of each calendar year;</li> <li>5) make recommendations regarding thesis examiners to the Faculty of Graduate Studies;</li> <li>6) assist the student in ensuring fulfillment of other University requirements regarding the minimum number of courses, time, residence, academic standing, thesis requirements, and significance of the research in its field.</li> </ol>

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<p>Additional specifications, if any, regarding the advisory committee are found in the unit supplemental regulations and students should consult these regulations for specific requirements.</p> <p><b>4.6.2 Course-based/Comprehensive Examination Route</b></p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the unit's supplemental regulations and students should consult these regulations for specific requirements.</p> <p><b>4.6.3 Accredited professional programs</b></p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	<p><b>For the GCP:</b></p> <p>7) <b>For the GCP:</b> In consultation with the GCP Program Director, identify gaps in knowledge and/or skills and arrange relevant teaching and/or remediation sessions with an appropriate evaluation method (e.g.: oral examination, oral presentation, written assignment) in which the student must demonstrate proficiency.</p> <p>Students are ultimately responsible for knowing and meeting degree requirements.</p> <p>Advisory committees are encouraged to meet at other times during the year, in addition to the two annual reviews, especially if the student or supervisor have any concerns. The student is normally expected to seek approval of the advisory committee before beginning to write his/her thesis.</p>
<p><b>4.7 Courses and Performance</b></p> <p><b>4.7.1 Course or Program Changes</b></p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	<p>It is recommended that units require a Program of Study and Appointment of Advisory Committee form (analogous to that required by FGS for PhD students) for internal use.</p>
<p><b>4.7.2 Lapse of Credit of Courses</b></p> <p>Courses completed more than seven years prior to the date of awarding of a degree may not normally be used for credit toward that degree.</p>	
<p><b>4.7.3 Academic Performance</b></p> <p>Student progress shall be reported <b>at least</b> annually (but no more than once per term) to the Faculty of Graduate Studies on the "Progress Report" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two consecutive "in need of improvement" ratings will normally result in withdrawal of the student from the Faculty of Graduate Studies.</p>	<p>Student progress shall be evaluated at least twice annually.</p> <p>Annual Faculty of Graduate Studies Reviews will involve the student and their advisory committee. The student must complete and email the <b>BMG Academic Progress Report</b> form (from BMG website) to their committee at least <b>7 days</b> prior to the meeting.</p> <p>For Annual Faculty of Graduate Studies Reviews, students must submit a 3-page progress report (12 point Times New Roman font, single-spaced, 1" margins), plus references and figures, to each committee member at least <b>7 days</b> prior to the anticipated date of the Annual Faculty of Graduate Studies Review.</p> <p>The student will present a 5-minute oral summary of their academic and research progress at that meeting and will be questioned by the committee members. Presentation software will be allowed and is encouraged.</p> <p><b>Exception:</b> Students starting in January or May, the 3-page report is not required for their first Annual Faculty of Graduate Studies Review; however, all other elements are required.</p>

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	<p>Each examiner will complete the BMG Internal Student Evaluation form (from BMG website), assessing the student's knowledge, verbal skills, ability to use and organize facts, 'think on their feet,' and answer questions directly. Areas of perceived strengths and weaknesses, as well as recommendations for improvement will also be noted. These original reports will be given to the Chair of the Graduate Student Affairs Committee and the student may retain a copy.</p> <p>The advisory committee will assess the student's progress and will indicate their assessment on the Faculty of Graduate Studies Progress Report Form and on the BMG Internal Student Evaluation form (from BMG website). Goals for the coming year, strengths, and areas requiring improvement will be indicated. The student may be asked to leave the room while the committee determines the student rating.</p> <p>It is the student's and advisor's responsibility to ensure that the Annual Faculty of Graduate Studies Review is completed prior to the May 31<sup>st</sup> departmental deadline. Normally students are expected to schedule the review meeting at a time when all committee members and the Chair of the Graduate Student Affairs Committee, or designate, are able to attend. The Chair of the Graduate Student Affairs Committee, or designate, will chair the meeting.</p> <p>The Faculty of Graduate Studies Progress Report Form must be signed by all advisory committee members, the Chair of the meeting, and by the Head of BMG, or designate, and submitted to the Faculty of Graduate Studies prior to its June 1<sup>st</sup> deadline. <b>Failure to complete and submit the Faculty of Graduate Studies Progress Report Form by the Faculty of Graduate Studies' deadline may result in the student being unable to re-register.</b></p> <p>The advisor, the student, or the Chair of the Graduate Student Affairs Committee, or designate, may call additional progress report meetings at any time during the year to address specific issues that may have arisen.</p> <p><b>Fall BMG Review:</b> Students will undergo a BMG departmental review in the fall of each year. The purpose of this review is to give the student an opportunity to be examined in a format similar to that of a thesis defense in their area of expertise. The review committee will consist of the student's advisory committee, and may include the Chair of the Graduate Student Affairs Committee, or designate, acting as Chair. Otherwise, the Advisor is the Chair of the Fall BMG Review.</p> <p>Students are responsible for scheduling their Fall Departmental Reviews during the months of October-November and must be completed prior to December 1<sup>st</sup> of each year a student is enrolled in the program. Master's students who have submitted their thesis for distribution and examination by November 1 are not required to schedule a Fall BMG Review.</p>

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	<p>Fall BMG Reviews will normally not be more than one hour in length. A thesis proposal often may be scheduled following the student's second Departmental Review for students who start in September or will typically be examined within 15 months of starting the program for students who start in January, May, or July.</p> <p>For Fall BMG Reviews, students must submit a BMG Academic Progress Report (from BMG website) and a 3-page progress report (12 point Times New Roman font, single-spaced, 1" margins), plus references and figures, to each committee member at least <b>7 days</b> prior to the anticipated date of the Fall BMG Review meeting.</p> <p>The Fall BMG Review will follow an oral questions-and-answers format. Students will be asked to start the review with a 5-minute summary of their research project. No presentation software will be allowed.</p> <p>In general, the questions will relate to what the student is learning with respect to their research project, and course work. The student will be expected to answer questions related to the rationale, background literature, experimental approaches, technical hurdles, and significance of their research project. Areas of general background knowledge related to the project, and notable recent advancements in their field are also examinable.</p> <p>Each examiner will complete the BMG Internal Student Evaluation form (from BMG website).</p> <p><u>For the GCP:</u>  <u>First year students will undergo their fall review by meeting with their program director prior to December 1 to review their academic progress and potential thesis work. The "GCP Program Progress Checklist" will be reviewed in addition to the BMG Academic Progress Report. A research progress report is not required.</u></p>
<p><b>4.7.4 Performance in Coursework</b></p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	<p><b>Exception:</b> Students are not required to provide a written project progress report for <u>only</u> their first Fall BMG Review. Students are required to provide a BMG Academic Progress Report (from BMG website) and present a 5-minute description of their thesis research project <u>without</u> the use of presentation software. It is recommended that students present the relevant background, rationale, hypothesis and aims for their project, along with the general approaches to be employed, and the significance of the work. Students can expect to be questioned about their proposed thesis research project, areas relevant to their chosen field of study, and their background education and experiences.</p>
<p><b>4.7.5 Performance not related to Coursework</b></p>	<p>Students are required to attend and participate in seminars, group meetings, retreats, journal clubs, clinical grand rounds, or academic sessions that are relevant to</p>

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Faculty of Graduate Studies Regulation	Supplemental Regulation
<p>In some units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p>their particular areas of research (as determined by their advisor and/or advisory committee).</p> <p><b>Graduate students and safety:</b> Graduate Students working in a laboratory are workers as defined in the WHMIS (Workplace Hazardous Materials Information System) legislation. All students will be trained in the WHMIS requirements, and must follow the practices outlined in these policies.</p> <p>Moreover, all Graduate Students working in a laboratory are required to successfully complete Biosafety training. Successful completion of Animal User Training, and/or Radiation Safety training, and/or Wet Lab training, and/or TCPS2: CORE training, or others may be required as needed.</p> <p>For GCP: Additional examples could include attendance in seminars, standards of ethical behavior, professional dress codes, etc.</p> <p>For GCP: All students are required to:</p> <ol style="list-style-type: none"> <li>1. comply with the code of conduct for clinical rotations</li> <li>2. attend Medical Genetics Academic Sessions <ul style="list-style-type: none"> <li>• complete one academic presentation per year (guideline review, case presentation, mini-reviews of genetic conditions)</li> <li>• participate in informal case rounds</li> <li>• lead the review of one journal club article (student selected)</li> </ul> </li> <li>3. attend 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</li> <li>4. participate in: <ul style="list-style-type: none"> <li>• Molecular Diagnostic Out of Centre Meeting (<del>document on non-clinical case forms</del>). Students are expected to provide a commentary of their impressions to the program director</li> <li>• the following external academic rounds when topics are relevant (<del>a list of sessions will be distributed on a weekly basis</del>): <ol style="list-style-type: none"> <li>i. Telegraf presentations (bimonthly Royal College training sessions via Telehealth)</li> <li>ii. Pediatric, Internal Medicine, Fetal Medicine Grand Rounds</li> <li>iii. <u>Pan-Can Genetic Counselling Rounds</u></li> </ol> </li> <li>• a support group meeting (Fall First Year)</li> </ul> </li> <li>5. Community Outreach (<del>document on non-clinical case forms</del>)— Complete at least one presentation to a school, support group, etc., and provide a written summary to the program director</li> <li>6. attend Cytogenetics Reviews (<del>Fall, Winter Second year</del>)</li> </ol>

Note:

Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
	7.6.attend a Professional Educational Conference (Fall Second year).
<p><b>4.8 Requirements for Graduation</b></p> <p>All students must:</p> <ul style="list-style-type: none"> <li>maintain a minimum degree grade point average of 3.0 with no grade below C+,</li> <li>meet the minimum and not exceed the maximum course requirements, and</li> <li>meet the minimum and not exceed the maximum time requirements.</li> </ul> <p>Individual units may have additional specific requirements for graduation and students should consult unit supplemental regulations for these specific requirements.</p>	
<p><b>4.8.1 Thesis/Practicum Route</b></p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual units have specific requirements for graduation and students should consult unit supplemental regulations for specific requirements.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee/unit Head; students should consult unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>Thesis proposals will typically be examined as part of the student's second Fall BMG Review and will typically be examined within 15 months of starting the program, <u>with the exception of GCP students (see below)</u></p> <p>A 3-page written proposal (12 point Times New Roman font, 1" margins, single-spaced) plus relevant appendices is required. The proposal must contain (in the following order): Introduction/Background, Preliminary Data &amp; Rationale, Hypothesis, Research Aims, Significance, Figures &amp; Tables, and Supplementary Information. The appendices should include relevant figures and/or tables.</p> <p>The proposal must be distributed to the committee members at least <b>7-days prior</b> to the meeting. It will be discussed during the meeting, with the student expected to answer questions related to the written document.</p> <p>Normally, the examination will not be more than 60 minutes in length.</p> <p>Students will be asked to start the proposal examination with a 5-minute oral summary of their research project.</p> <p><b>NO PRESENTATION SOFTWARE WILL BE ALLOWED.</b></p> <p>If the committee unanimously agrees that the thesis proposal is acceptable as written, they will indicate their approval (with or without reservations) by signing the <b>'Master's Thesis/Practicum Proposal' form</b> (from the Faculty of Graduate Studies website). The form and detailed comments will be forwarded to the Faculty of Graduate Studies. If the committee members do not approve the proposal, they will provide the student with feedback regarding improvements. The student will revise the proposal and arrange a second meeting with the committee to discuss and defend the document, to be held within two months of the first meeting. <b>If the proposal does not receive unanimous approval at this second meeting, the student may be required to withdraw from the program.</b></p>

Note:

Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)



Faculty of Graduate Studies Regulation	Supplemental Regulation
	<p>If a meeting of the M.Sc. Thesis Proposal and BMG Fall Review or Annual Faculty of Graduate Studies Review is scheduled at the same time, then the meeting may be up to 2 hours in length. In this case, the student should follow the directions for the written document according to the M.Sc. Thesis Proposal instructions. However, the student must also provide the other documents as pertaining to these other meetings (e.g. BMG Academic Progress Report and the BMG Internal Student Evaluation form for each member of the committee).</p> <p>For the GCP: The thesis proposal is required to be approved by the advisory committee in the Winter <u>of</u> Year 1. <u>This cannot be combined with the Annual Review Meeting.</u></p>
<p><b>4.8.1.2 Examining Committee</b></p> <p>The advisor/co-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 (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). This form must be approved by the Dean of the Faculty of Graduate Studies at least two weeks prior to the distribution of the thesis.</p> <p>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/co-advisor), two of whom must be members of the Faculty of Graduate Studies, one of whom must hold an 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 will have a Master's 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 establish specific requirements for examination and students should consult unit supplemental regulations for specific requirements.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Acceptable, without modification or with minor revision(s); or</li> <li>• Acceptable, subject to modification and/or revision(s); or</li> <li>• Not acceptable.</li> </ul> <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p>	<p>Students must provide a copy of his/her thesis to their advisor and allow him/her up to 4 weeks to suggest modifications before it is submitted to the examination committee.</p> <p>In most circumstances, the examining committee will consist of the members of the student's advisory committee. In consultation with the advisor, an examination committee is selected, and the <b>Masters' Thesis/Practicum Title and Appointment of Examiners'</b> form (from the Faculty of Graduate Studies website) is completed and submitted to the Faculty of Graduate Studies. The examination committee members have 4 weeks to read the thesis and classify it into one of the following categories:</p> <ol style="list-style-type: none"> <li>1) Acceptable without modification or with minor revisions</li> <li>2) Acceptable subject to modification and/or revision(s)</li> <li>3) Not acceptable.</li> </ol> <p>One classification in category 3 or fewer from the Examining Committee and the candidate proceeds to the oral examination; two or more classifications in category 3 constitutes a "fail" of the written Thesis.</p> <p>In the event that the student fails the written thesis, the Chair shall provide the Faculty of Graduate Studies a detailed report, and a second examination of the revised thesis will be scheduled within six months. Should the revised thesis not be approved, the student may be required to withdraw from the Master's program.</p>
<p><b>4.8.1.3 Oral Examination</b></p> <p>For units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the unit. Students should consult these</p>	<p><b>Oral Examination:</b> Students must pass an oral examination on the subject of the thesis and related matters. The Chair of the Graduate Student Affairs Committee, or designate, will schedule a public oral defense of the thesis after receiving the thesis examination committee's report that the written thesis</p>

Note:

Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

Faculty of Graduate Studies Regulation	Supplemental Regulation
<p>supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the unit's recommendation.</p> <p>All members of the examining committee should be present at the examination. If an examining committee member cannot attend the defence, prior approval must be obtained from the Faculty of Graduate studies for the defence to proceed. Under no circumstances can the student participate by video conferencing. No recording devices will be permitted.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Each examiner must indicate his/her opinion by his/her signature. If two or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p> <p>The examining committee may recommend to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.</p>	<p>falls into one of the two 'acceptable' categories. The oral examination committee will consist of the members of the thesis examination committee and the Chair of the Graduate Student Affairs committee, or designate, who will serve as the Chair.</p> <p>The first part of the examination will consist of an oral presentation by the candidate, which should include a maximum <del>230</del> 20-minute oral summary of the salient points of the research findings. This presentation will be followed by the examination of the candidate by the oral examination committee. This part of the examination should not normally exceed an additional 60 minutes. The Chair will be responsible for maintaining the relevance of questioning, and ensuring that the time limits are not exceeded. The oral examination is open to all members of the University community, and guests invited by the student.</p> <p>Following the question period, the committee will deliberate in private as to whether the candidate has passed the exam. The Chair does not vote.</p>
<p><b>4.8.1.4 Failure</b></p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> <li>• The examining committee reports on the merits of the written thesis;</li> <li>• The defence; or</li> <li>• A combination of both stages.</li> </ul> <p>The examining process should be completed within one month of distribution of the thesis/practicum.</p>	<p>One dissenting vote or fewer from the Examining Committee, either of the written thesis or following the oral examination, constitutes a "pass"; two or more dissenting votes constitutes a "fail" on the Examination.</p> <p>In the event that the student fails the examination, the Chair shall provide the Faculty of Graduate Studies with a detailed report, and a second examination will be scheduled within 6 months. Should the second examination also not be approved, the student will be required to withdraw from the Master's program.</p> <p>The report from the Chair should include how the first failure will be addressed, and a timeline for when the second attempt should occur.</p>

Note:

Blue-shaded boxes must be filled in. Yellow-shaded boxes must be filled in if a unit offers that specific program route (i.e. Comprehensive Examination route)

## **Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes**

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### **Preamble**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Department of Community Health Sciences.

### **Observations**

1. The **Department of Community Health Sciences** proposes two (2) course modifications, CHSC 7290 and CHSC 8600, to add to the course pre-requisites.

In CHSC 7290, students were lacking rudimentary numeracy skills in order to properly interpret the output of readings discussed in class. A course in epidemiology and a choice of two biostatistics courses are therefore now pre-requisites. This saves the instructor of CHSC 7290 several lectures teaching the required numerical knowledge.

CHSC 8600 is a required course of all incoming Ph.D. students. One of the course's pre-requisites is CHSC 7820 Biostatistics. However, M.Sc. students have a choice to take one core course from a list of three options: CHSC 7810, CHSC 7820, and CHSC 7738. Having only one of these core methods options listed as CHSC 8600's pre-requisite is unfair and overly restrictive. Consequently, the department is ensuring that an appropriate range of required methods options from the M.Sc. is listed as CHSC 8600's pre-requisites.

### **Course Modifications**

#### **CHSC 7290 Economics Evaluation of Health Care**

**3.0**

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. Prerequisites: CHSC 7810 or CHSC 7820, and CHSC 7520, or instructor permission.

#### **CHSC 8600 Senior seminar in Community Health Sciences**

**3.0**

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 7810 or CHSC 7820 or CHSC 7738, and CHSC 7860. Instructor permission is required for students outside

the Community Health Sciences Ph.D. program.

**NET CREDIT HOUR CHANGE**

**NO CHANGE**

**Recommendations**

**Faculty Council of Graduate Studies recommends THAT the course from the unit listed below be approved by Senate:**

**Department of Community Health Sciences**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/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 Course, Curriculum and Regulation Changes**

---

### **Preamble**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Department of Economics.

### **Observations**

1. The **Department of Economics** proposes changes to its supplemental regulations, specifically, the creation of two administrative sub streams within the department: Economics and Econometrics (E&E), which places a greater emphasis on theory (micro and macro), mathematics and statistical methods, and Economics and Society (E&S), which places a greater emphasis on how the distribution of wealth and power affects the socioeconomic and physical environment. Faculty in the department have been divided between the streams. Each stream will offer distinct four-year undergraduate degrees and distinct graduate programs. Students in the E&S stream will have a graduate program that is more individually tailored to students' research while the E&E stream will require students to take more core course in theory, math and statistics. Most of the changes to the graduate program reflect the different emphasis of the two streams.

### **Recommendations**

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

#### **Department of Economics**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/ak

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





UNIVERSITY  
OF MANITOBA

## Department of Economics

Winnipeg, Manitoba  
Canada R3T 5V5  
Telephone (204) 474-9207  
Fax (204) 474-7681  
economics@umanitoba.ca

September 4, 2018

To: Dean Todd Mondor, Faculty of Graduate Studies

From: Ian Hudson on behalf of Wayne Simpson, Acting Head, Department of Economics

Re: Changes to the Graduate Programs in the Department of Economics

The Department of Economics has created two administrative sub streams within the Department, endorsed by Faculty Council: Economics and Econometrics (E&E), which places a greater emphasis on theory (micro and macro), mathematics and statistical methods, and Economics and Society (E&S), which places a greater emphasis on how the distribution of wealth and power affects the socioeconomic and physical environment. Faculty in the department have been divided between the streams. Each stream will offer distinct four year undergraduate degrees and distinct graduate programs. Students in the E&S stream will have a graduate program that is more individually tailored to the student's research while the E&E graduate stream will require students to take more core courses in theory, math and statistics. Most of the changes to the graduate program reflect the different emphasis of the two streams.

The Graduate Committee has been changed to have one representative from each of the streams in the department. The chair will be chosen from one of those representatives. This change is necessary to reflect the two distinct streams in the program.

### 3.2

Changes to the Pre-MA program reflect the E&E stream's greater emphasis on theory, math and econometrics in that program.

#### 4.3.1

The Admission Criteria have been changed to reflect the different expectations of the different streams. The E&E stream's requirements reflect the greater emphasis on theory, math and econometrics in that program.

#### 4.4.1

ECON6040 has been removed as a prerequisite for ECON7010, ECON7650 and ECON7722 at the insistence of FGS. ECON6040 is a math refresher course offered prior to the start of the student's first fall term. Both streams require this course for the completion of the thesis and course based MA programs. Most graduate programs in Canada offer some version of this course to their students.

The differences in the course requirements in the thesis stream reflect the E&E stream's greater emphasis on theory, math and econometrics in that program compared to the E&S stream, which offers a thesis route tailored to the research agenda of the individual student.

#### 4.4.4

The justifications for 6040 and the different course loads in the two streams are the same as above.

The composition and adjudication of the E&E ECON7000 research paper has been formalized as requested by FGS.

The E&S stream research paper does not require a formal course. It will be the product of work under a supervisor from the E&S faculty. The composition and adjudication for the E&S research paper are spelled out in this section.

#### 4.5

Changes to the students' advisor reflects the division of the program into two streams.

##### 4.8.1.1

Changes to the thesis proposal requirements have been formalized as requested by FGS. The wording of the proposal timeline provides a firm deadline of the beginning of the fall term one year after their program starts. The June 30 "normal" deadline is meant to encourage students to finish the proposal earlier but also give them time to work on it after their winter term coursework is complete.

##### 4.8.1.3

The procedure of the oral defense has been formalized at the request of FGS.

##### 4.8.2

See 4.4.4 b. and c.

##### 5.1.1

The differences in the selection processes between the two streams reflects the E&S stream's lower faculty compliment and, therefore, a more streamlined approval process.

##### 5.2.3

The October 15 date of the PhD advisory committee was chosen in the middle of the fall term so that students would have time to contact potential advisors after the beginning of the term and still have time to defend their proposal by the end of the fall term.

#### 5.4

Generally, the differences in program requirements reflect the E&E stream's greater emphasis on theory, math and econometrics in a more structured program compared to E&S's emphasis on power relationships and a more flexible program based on the student's research interests.

In the E&E stream students must complete ECON 7010, ECON 7650, ECON 7660, ECON 7722, and ECON 7732, as part of their core requirement in the first year. These courses are viewed as the building blocks for the rest of the E&E PhD program. Coursework in the E&E program should be completed by the second year to speed student's progress through the degree.

The details of the E&E research paper have been formalized as requested by FGS. The May 15<sup>th</sup> date for completing the research paper was chosen to provide students a month to work on the research paper after winter courses were done, but before faculty usually start leaving for the summer.

#### 5.8

The candidacy exam regulations have been revised to reflect the differences between the two streams. As has been requested by FGS, the makeup of the examining committees and the adjudication process have been formalized for both streams. The differences in subjects in the two streams reflect the general difference in E&E's emphasis on theory compared to the E&S's more tailored program of study.

#### 5.9

The thesis proposal procedure has been formalized as requested by FGS. The only difference between the two streams is the required dates of the proposal defense, which reflects the different emphasis on coursework between the two streams. The dates in both streams provide students with a reasonable time to completion of their degree.



Cc Wayne Simpson, Acting Head, Department of Economics

Julia Witt, Graduate Chair, Department of Economics

Heidi Marx, Associate Dean, Faculty of Arts



# Department of Economics

The Faculty of Graduate Studies academic guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the unit offering a graduate program to read and follow the policies contained herein.

All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Regulations may vary from one department or program to another. Individual departments may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.

For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.)

## PREFACE

The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies.

## Definitions

The "Dean of the Faculty of Graduate Studies" shall be taken to mean the Dean of the Faculty of Graduate Studies or designate.

"Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the *de facto* Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the *de facto* Head of interdisciplinary programs administered by the Faculty of Graduate Studies. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.

## Section 1: Application, Admission, and Registration Policies

### 1.1 Application and Admission Procedures

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. **Applicants should contact the department to which they are applying for the procedures, requirements and departmental application deadlines in effect.**

#### 1.1.1 Process:

The Graduate Studies Committee consists of a minimum of three faculty members of the Department of Economics, plus the Department Head.

The Graduate Program Advisory Committee will consist of the Graduate Subcommittee Chairs of the Economics and Econometrics, and Economics and Society streams. In consultation with the Head of the Department, the two Graduate Subcommittee Chairs will choose between themselves who will serve as the Department Graduate Committee Chair.

Departmental contact, address, generic email (no individual's names please), phone number:

[economics@umanitoba.ca](mailto:economics@umanitoba.ca)

Graduate Chair

511 Fletcher Argue Building

[economics@umanitoba.ca](mailto:economics@umanitoba.ca)

Administrative Assistant

Rm. 504 Fletcher Argue

<p>1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online system, UManitobaGradConnect.</p> <p><b>NOTE:</b> International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).</p> <p>1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, space, facilities, and advisors.</p> <p>1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.</p>																	
<p><b>1.1.2 Deadlines for Recommended Applications (from Departments to the Faculty of Graduate Studies)</b></p> <p>The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from graduate units. Individual units may have earlier deadlines.</p> <table><tr><td><b>Session</b></td><td><b>Start Date</b></td><td><b>Canadian/US</b></td><td><b>International</b></td></tr><tr><td>FALL</td><td>September</td><td>July 1</td><td>April 1</td></tr><tr><td>WINTER</td><td>January</td><td>November 1</td><td>August 1</td></tr><tr><td>SUMMER</td><td>May</td><td>March 1</td><td>December 1</td></tr></table> <p><b>IMPORTANT:</b> Applicants are <b>required</b> to submit the application and documentation to the Faculty of Graduate Studies for an earlier deadline than those listed above. Applicants are advised to confirm the deadline of the unit to which the application is being made. Contact information for each unit can be found at <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/index.html">http://umanitoba.ca/faculties/graduate_studies/admissions/index.html</a></p> <p>The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications may be considered for the next available start date.</p>	<b>Session</b>	<b>Start Date</b>	<b>Canadian/US</b>	<b>International</b>	FALL	September	July 1	April 1	WINTER	January	November 1	August 1	SUMMER	May	March 1	December 1	<p>The application deadline is January 15 for all applicants.</p> <p><u>Prospective applicants must specify which stream they are applying to for graduate studies: <b>Economics and Econometrics or Economics and Society.</b></u></p>
<b>Session</b>	<b>Start Date</b>	<b>Canadian/US</b>	<b>International</b>														
FALL	September	July 1	April 1														
WINTER	January	November 1	August 1														
SUMMER	May	March 1	December 1														
<p><b>1.1.3 Application Fee</b></p> <p>A \$100.00 (CDN) fee must accompany admission applications from all Canadian, Permanent Resident or International applicants. If submitting a paper application, a \$120.00 (CDN) fee must accompany the admission application.</p>																	
<p><b>1.1.4 Transcripts</b></p> <p>Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment purposes. Upon admission to the Faculty of Graduate Studies, applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies, within one month of date on the admission letter. <b>All transcripts must arrive in sealed, university stamped envelopes sent directly from the issuing institution(s) and be accompanied by official and literal English translations (where applicable).</b> For international degrees or where the transcripts does/will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.</p>																	
<p><b>1.1.5 Transcripts: International</b></p> <p>Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal translations of all records. To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution.</p>																	

<b>1.1.6 Transcripts: University of Manitoba</b>  University of Manitoba students are not required to submit University of Manitoba transcripts.	
<b>1.1.7 Proficiency in English</b>  A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the <a href="#">English Language Proficiency Test Exemption List</a> (see next section). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. <b>Please note:</b> In all cases, test scores older than two years are invalid.  Thresholds required for successful completion are indicated in parentheses. <ul style="list-style-type: none"> <li>• University of Michigan English Language Examination Assessment Battery (MELAB) (80%)</li> <li>• Test of English as a Foreign Language (TOEFL)– Paper-based test (550); Internet based -iBT (86)</li> <li>• Canadian Test of English for Scholars and Teachers (CanTEST) (band 4.5 in listening and reading and band 4.0 in writing and oral interview)</li> <li>• International English Language Testing System (IELTS) (6.5)</li> <li>• Academic English Program for University and College Entrance (AEPUC) (65%)</li> <li>• Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset)</li> <li>• PTE Academic (61% overall)</li> </ul> <b>Note:</b> In addition, foreign language students may be asked by the unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated below and students should check departmental supplemental regulations for details.	
<b>1.1.8 English Language Proficiency Test Exemption List</b>  Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website, at <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm">http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm</a>	
<b>1.1.9 Letters of Recommendation</b>   Letters of Recommendation are to be completed via UMGradConnect, the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.  Generally, two Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review our 'Additional Document Requirements' webpage, <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/additional_requirements.html">http://umanitoba.ca/faculties/graduate_studies/admissions/additional_requirements.html</a>	Applicants are required to submit three <u>(3)</u> letters of reference.
<b>1.1.10 Admission Tests</b>   Some units require admissions tests, such as the Graduate Record Examination (GRE) or the	Applicants to the Ph.D. program must submit a research paper of at least <u>fifteen (15)</u> pages <u>in length</u> as an example of their writing and analytical ability.

Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular unit, and if required, the scores must be submitted at the time of application.	
<b>1.1.11 Entrance Requirements</b>  The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two previous years of full time university study (60 credit hours).  <b>Note:</b> This is the minimum requirement of the Faculty of Graduate Studies and units may have higher standards and additional criteria.	
<b>1.1.12 Eligibility of University of Manitoba Staff Members</b>  A staff member at the University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the unit in which the appointment is held.	
<b>1.2 Registration Procedures</b>  <b>1.2.1 Registration</b>  Undergraduate students are not allowed to register in graduate courses; that is, admission to the Faculty of Graduate Studies is a condition for registration in courses at the 6000 level and above.  All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering by registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the unit, a student may defer registration for up to one term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the unit, for up to one year following acceptance.  <b>All programs must be approved by the Head of the major unit or designate.</b> Approval to take courses from units outside the major unit must be obtained from the outside unit.  The approval or denial of admission and registration to two programs rests with the Dean of the Faculty of Graduate Studies in consultation with the unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration.  Where a student does register in two programs, the student must declare themselves as part-time in at least one of the programs. Students should note that completing a graduate program as a part-time student will affect their eligibility for The University of Manitoba Graduate Fellowship (UMGF) and may limit other funding possibilities.	
<b>1.2.2 Re-Registration</b>  Any student whose program of study extends for more than one year must re-register in the fall, winter and summer terms of each succeeding year of his/her program until a degree is obtained (or in the case of pre-Master's students, their program is completed). <b>Failure to re-register will result in the discontinuation of his/her graduate status.</b> A student who has been discontinued and would like to be considered for continuation in a program must apply for re-admission, which is not guaranteed. The re-registration requirement does not apply to occasional students, visiting students, pre-Master's students or students on an Exceptional or Parental Leave of Absence (please refer to "Leave of Absence", Section 8 of this Guide).  The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.	

<p>otherwise stated in the unit's supplemental regulations.</p> <p>All actions taken administratively are to be reported, in summary form, to the Faculty of Graduate Studies Executive Committee.</p>	
<p><b>SECTION 3: General Regulations: Pre-Master's</b></p> <p><b>3.1 Admission and Program Requirements</b></p> <p>Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two full years of university study will be considered for admission to a pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Units may specify higher or additional criteria. <u>Admission to a pre-Master's program does not guarantee future admission to a Master's program.</u> As the pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree, units should assign to students, as part of their pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. Courses at the 7000 level or above cannot be taken in a pre-Master's program. Courses taken as part of the pre-Master's program may not be transferred to a Master's program at a later date.</p>	<p><del>Minimum GPA of 3.1 in economics coursework; at least six (6) credits of mathematics including calculus with a minimum grade of C+ in each course.</del></p> <p><u>Graduates of bachelor degree programs with a minimum GPA of 3.1 in economics coursework who have also completed at least six (6) credits of mathematics including calculus with a minimum grade of C+ in each course will be considered for admission to a Pre-Master's program.</u></p> <p>Once an application for admission to the Pre-Master's program is approved, the Graduate <a href="#">Program Advisory Committee</a> will determine a plan of study designed to raise the student's qualifications to the equivalent of a B.A. (Hons.) degree in Economics. <a href="#">The Pre-Master's program will consist of 24 credit hours of Economics courses at the 3000 and 4000 level.</a> Normally, the Pre-Master's program will be completed in one academic year, but under special circumstances the program may extend over a longer period of time.</p>
<p><b>3.2 Academic Performance</b></p> <p><b>3.2.1.</b> The unit Head is responsible for assigning the courses and monitoring the progress of each student.</p> <p><b>3.2.2.</b> A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.</p> <p><b>3.2.3.</b> Students deficient in 6 hours of credit or less may be permitted to write a supplemental examination (when offered in the unit's supplemental regulations) in courses in which a grade of C or less was obtained.</p> <p><b>3.2.4.</b> Students deficient in 6 hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one supplemental examination in each course (when offered in the unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses.</p> <p><b>Note:</b> In exceptional circumstances, when a student is deficient in more than 6 credit hours, the student may be permitted to repeat the pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies.</p> <p>A student may be permitted to repeat the pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only once for each course to a maximum of 9 credit hours of coursework.</p> <p>If a course is repeated or a supplemental examination is written, the most recent grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one year is required to</p>	<p><del>For consideration for admission to the M.A. program, students in the Pre-M.A. program must have obtained a minimum 3.5 GPA in at least twenty-four (24) credit hours of coursework in economics.</del></p> <p><u>Students enrolling in the Pre-Master's program with the intent to pursue a Master's degree at the University of Manitoba are advised to select a program of study appropriate to their proposed program of Master's study.</u></p> <p><u>For students seeking admission to the <b>Economics and Econometrics Master's stream</b>, the Pre-MA program will normally include ECON 3010, ECON 3020, ECON 3030, ECON 3040, and 12 additional credits of economics courses <b>taken from the 3000 or 4000 level as determined by the Economics and Econometrics Graduate Sub-Committee Chair and the Economics Graduate Committee Chair.</b></u></p> <p><u>For students seeking admission to the <b>Economics and Society Master's stream</b>, the Pre-MA program will consist of 24 credit hours of Economics courses taken from the 3000 and 4000 level. Course selection must be approved by the Economics and Society Graduate Sub-Committee Chair and the Economics Graduate Committee Chair.</u></p>

<p>complete the course requirements.</p> <p>All action taken administratively is to be reported in summary form to the Faculty of Graduate Studies Executive Committee.</p>	
<p><b>SECTION 4: General Regulations: Master's</b></p> <p><b>4.1 General</b></p> <p>Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (<a href="http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html">http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html</a>), and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, progression and completion. Individual units may offer Master's programs by one or more of the following programs:</p> <ul style="list-style-type: none"> <li>• Thesis/practicum-based;</li> <li>• Course-based/comprehensive;</li> <li>• Project;</li> <li>• Accredited professional.</li> </ul> <p><b>4.2 Diploma Programs</b></p> <p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the unit supplemental regulations regarding diploma programs.</p>	
<p><b>4.3 Admission</b></p> <p><b>4.3.1 General Criteria</b></p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> <li>• Graduates of four-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> <li>○ Canadian institutions empowered by law to grant degrees; or</li> <li>○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies.</li> </ul> </li> <li>• Graduates from first-cycle Bologna compliant degrees.</li> <li>• Students who have completed the pre-Master's program from: <ul style="list-style-type: none"> <li>○ The University of Manitoba; or</li> <li>○ Canadian institutions empowered by law to grant degrees; or</li> <li>○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.</li> </ul> </li> </ul> <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p>	<p><i>Relevant information could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Minimum admission criteria (beyond FGS requirements)</i></li> <li>• <i>Admission/selection committee composition (if applicable)</i></li> <li>• <i>Admission/selection procedures</i></li> <li>• <i>Indicate which specific major areas are acceptable</i></li> </ul> <p><del>Normally, successful applicants for admission to the M.A. program will have completed an Honours degree in economics equivalent to that awarded by the University of Manitoba. In general, this should include all of the following:</del></p> <p><del>(a) Fifty four (54) credit hours of economics (or, if the applicant has a double Honours degree, forty two (42) credit hours);</del></p> <p><del>(b) the economics courses must include mathematical Economics ECON 3030 (or the former ECON 3730) and econometrics ECON 3040 &amp; ECON 4040 (or the former ECON 4120 &amp; ECON 4130) at the University of Manitoba or the equivalent at other universities as judged by the Graduate Studies Committee; and</del></p> <p><del>c) six (6) credit hours of mathematics: MATH 1500 (calculus) plus either MATH 1490 (calculus) or MATH 1310 (linear algebra) at the University of Manitoba or their equivalent as judged by the Graduate Studies Committee).</del></p> <p><del>A cumulative grade point average of 3.1 is required as a</del></p>

minimum for admission to the M.A. program. As well, a grade of B+ or better is normally required in each upper level undergraduate economic theory course.

Three letters of reference must be submitted before the application can be processed.

A brief statement of the applicant's background and goals is also required.

#### Common Admission Criteria

- (1) A minimum degree GPA of 3.1 from a four-year undergraduate program.

For consideration for admission to the M.A. program, students proceeding from the University of Manitoba's Pre-M.A. program must have obtained a minimum GPA of 3.5 in at least 24 credit hours of coursework in economics.

Normally, successful applicants for admission to the M.A. program will have completed an Honours degree in economics equivalent to that awarded by the University of Manitoba.

Students will have completed a minimum of 42 total credit hours in Economics courses.

- (2) Three (3) letters of reference from professors familiar with the applicant's undergraduate work.

- (3) A 500 word statement of the applicant's background and goals.

Some required courses in the M.A. Program include material that requires proficiency in calculus and linear algebra. Students intending to apply to the M.A. Program are advised to take relevant mathematics or mathematical courses (for example, Econ2030 and Econ3030) in order to acquire this proficiency.

#### Additional Stream-Specific Criteria:

##### Economics and Econometrics Master's Stream

Applicants to the Economics and Econometrics stream, should also have completed the following:

- (a) Fifty-four (54) credit hours of economics courses within the undergraduate degree (or, if the applicant has a double Honours degree, 42 credit hours), which shall include:

Coursework in mathematical economics equivalent to the University of Manitoba course ECON 3030, and coursework in econometric courses equivalent to ECON 3040 and ECON 4040.

- (b) A grade of B+ or better is normally required in each

		<p><u>upper level undergraduate economic theory course completed:</u></p> <p>(c) <u>Six (6) credit hours of mathematics equivalent to the University of Manitoba courses such as: MATH 1500 (calculus) and MATH 1310 (linear algebra).</u></p> <p><b><u>Economics and Society Master's Stream</u></b></p> <p><u>Applicants to the Economics and Society stream should meet the common admission criteria.</u></p>
	<p><b>4.3.2 Pre-Master's Programs</b></p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a unit, the unit may recommend that the student be admitted to a pre-Master's program of study (Section 3).</p> <p>The pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree in the major unit, and to provide the student with any necessary prerequisites for courses to be taken in the Master's program.</p>	
	<p><b>4.4 Program Requirements</b></p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the unit and may follow the unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p> <p>All students must complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within one year of initial registration.</p>	
	<p><b>4.4.1 Thesis/Practicum Route</b></p> <p>A minimum of 12 credit hours of coursework, unless otherwise stated in the unit's supplemental regulations, plus a thesis or practicum. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><del>All MA students must take ECON 6040 in the beginning of their first year. The Graduate Studies Committee may waive this requirement on a case by case basis for students who have a solid mathematical background.</del></p> <p><del>Thesis-route:</del></p> <p><del>a) A minimum of fifteen (15) credit hours of course work is required, including ECON 6040, ECON7010, ECON 7650, and ECON 7722 as part of the core requirement</del></p> <p><del>b) M.A. students will normally take courses at the 7000 level.</del></p> <p><del>c) Six (6) credit hours of course work may be in a field judged acceptable by the student's thesis advisor or the Graduate Studies Committee..</del></p> <p><b><u>Common Requirements for all Economics Thesis Route Students</u></b></p>



All thesis programs require a minimum of 15 credits hours of coursework in Economics, plus a thesis.

MA students will normally take courses at the 7000 level.

All MA students must take ECON 6040 in the beginning of their first year. This course starts in the last two weeks of August. ECON 6040 will be evaluated on a pass/fail basis. If students fail ECON 6040, they will be asked to retake the course the following year.

If a student fails their first attempt at ECON 6040, the Graduate Subcommittee Chair for the student's program stream will advise if auxiliary coursework is required in preparation for his/her second attempt to pass the course.

**Economics and Econometrics Thesis Stream:**

(a) A minimum of fifteen (15) credit hours of coursework is required, including:

ECON 6040 (3)

ECON 7010 (3)

ECON 7650 (3)

ECON 7722 (3)

An additional 3 credit hours of elective Economics courses at the 7000 level must also be completed.

(b) An additional six (6) credit hours of coursework (at the 3000 level or higher) may be taken in a field judged acceptable by the student's thesis advisor or the Economics and Econometrics Graduate Subcommittee Chair.

**Economics and Society Thesis Stream:**

A minimum of fifteen (15) credit hours of course work is required, including:

- ECON 6040 (3)
- Twelve (12) credit hours of elective coursework in Economics at the 7000 level.

With the approval of the Economics and Society Graduate Subcommittee Chair, following a recommendation from the student's thesis advisor, a student may substitute three (3) credit hours of 7000-level coursework from a department other than Economics.

#### 4.4.2 Course-based/Comprehensive Examination Route

A minimum of 24 credit hours of coursework and comprehensive examination(s). The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless supplemental regulations indicate otherwise.

Non-thesis route:

All MA students must take ECON 6040 in the beginning of their first year. The Graduate Studies Committee may waive this requirement on a case by case basis for students who have a solid mathematical background.

~~Non-thesis route:~~

- ~~a) A minimum of twenty seven (27) credit hours of course work is required, including ECON 6040, ECON 7010, ECON 7650, ECON 7722, and the research workshop ECON 7000\*. Full-time students will normally complete nine (9) credit hours in each of the fall and winter terms in the first year of their program.~~
- ~~b) M.A. students will normally take courses at the 7000 level.~~
- ~~c) With the approval of the Graduate Studies Committee, a maximum of six (6) credit hours may be taken at the ECON 4000 level provided that similar courses are not offered at the graduate level.~~
- ~~d) In order to acquire necessary background preparation in a particular area of economics, students may register for 3000 level economics courses on an auxiliary basis subject to the approval of the Graduate Studies Committee. These credits will not count toward the student's degree requirements.~~
- ~~e) Students may take up to six (6) credit hours in another department, only if these courses are deemed by the Graduate Studies Committee to contribute to the student's M.A. program.~~

~~\*Students should note that the research workshop, ECON 7000, continues following the conclusion of the winter term. Students wishing to complete their M.A. degree in one calendar year must make themselves available for this course.~~

#### Common Requirements for all Course-based Master's Students

All course and research paper programs require a minimum of 27 credit hours of coursework in Economics, plus a research paper.

All MA students must take ECON 6040 at the beginning of their first year in the program. This course starts in the last two weeks of August. ECON 6040 will be evaluated on a pass/fail basis. If students fail ECON 6040, they will be asked to retake the course the following year.

If a student fails their first attempt at ECON 6040, the Graduate Subcommittee Chair for the student's program stream will advise if auxiliary coursework is required in preparation for his/her second attempt to pass the course.

**Economics and Econometrics Course-based Stream:**

(a) A minimum of twenty-seven (27) credit hours of course work is required, including:

- ECON 6040 (3)
- Research Paper ECON 7000 (3)
- ECON 7010 (3)
- ECON 7650 (3)
- ECON 7722 (3)
- An additional 12 credit hours of elective course work in Economics at the 7000 level as approved by the Economics and Econometrics Graduate Subcommittee Chair. Up to six (6) credit hours may be from Economics courses at the 4000 level, provided there is no overlap with 7000-level courses completed or currently offered.

Students registered in the research workshop, ECON 7000, are required to write a research paper (not to exceed 10,000 words in length) that demonstrates the candidate's ability to do independent work at the graduate level on a specific topic or problem in economics. A supervisor for the paper will be determined by the instructor of ECON 7000 in consultation with the student. The supervisor will be an Economics and Econometrics faculty member. The topic of the research paper must be approved by both the instructor of ECON 7000 and the supervisor. The research paper is prepared under the guidance of the supervisor. The instructor of ECON 7000 (or another Economics and Econometrics steam faculty member appointed by the instructor) and the supervisor will be the two examiners evaluating the research paper on a pass/fail basis. In the event of a disagreement between the instructor and supervisor, the Economics and Econometrics Graduate Subcommittee Chair will ask another faculty member from the Economics and Econometrics stream to evaluate the paper and cast the deciding vote.

Students should plan to write their research papers in the Winter term while registered in ECON 7000, and complete and submit them in a timely manner.

		<p>(b) <u>In order to acquire necessary background preparation in a particular area of economics, students may register for 3000 level economics courses on an auxiliary basis (AX) subject to the approval of the Economics and Econometrics Graduate Subcommittee Chair. These credits will not count toward the student's degree requirements.</u></p> <p>(c) <u>Students may take up to six (6) credit hours in another department (at the 3000 level or higher) only if these courses are deemed by the Economics and Econometrics Graduate Subcommittee Chair to contribute to the student's MA program.</u></p> <p>(d) <u>Full-time students will normally complete nine (9) credit hours in each of the Fall and Winter terms in the first year of their program unless otherwise approved by the Graduate Subcommittee Chair.</u></p> <p><b><u>Economics and Society Course-based Stream:</u></b></p> <p>a) <u>A minimum of 27 credit hours of course work is required, including:</u></p> <ul style="list-style-type: none"> <li>• <u>ECON 6040 (3)</u></li> <li>• <u>ECON 7010 (3) Note: Students without 4000-level Econometrics can substitute ECON 4040 (3) for ECON 7010.</u></li> <li>• <u>ECON 7650 (3)</u></li> <li>• <u>ECON 7722 (3)</u></li> <li>• <u>ECON 7540 (3) or ECON 7060 (3)</u></li> <li>• <u>An additional 12 credit hours of Economics courses selected in consultation with the Economics and Society Graduate Subcommittee Chair. Up to 6 credit hours of courses from a department other than Economics may be substituted for the Economics elective credits. Elective courses will normally be at the 7000 level, but up to 6 credit hours may be taken at the 4000 level, provided there is no overlap with 7000-level courses completed or currently offered.</u></li> </ul> <p>b) <u>A research paper (not to exceed 10,000 words in length) that demonstrates the candidate's ability to do independent work at the graduate level in a particular field in economics. In consultation with the Economics and Society Graduate Subcommittee Chair, each student will find his/her own supervisor. The supervisor will be an Economics and Society faculty member. The topic of the research paper must be approved by the supervisor. The research paper is prepared under the guidance of the supervisor who must approve the final draft. The research paper will be evaluated by the supervisor and one other faculty member appointed by the Economics and Society Graduate Subcommittee Chair in consultation with the supervisor on a pass/fail basis. In the event of a disagreement between the two evaluators, the Economics and Society Graduate</u></p>
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		<u>Subcommittee Chair will ask another faculty member from the Economics and Society stream to evaluate the paper and cast the deciding vote. Students should begin to plan writing their research papers at the start of the Winter term.</u>
<b>4.4.3 Accredited Professional Route</b>		
The credit hours and course requirements shall reflect the requirements of the unit's external accrediting body.		
<b>4.4.4 Language Reading Requirements</b>		<u>There is no language requirement.</u>
Some units specify a language requirement for the Master's degree. Students should check unit supplemental regulations regarding this requirement.		
<b>4.4.5 Advanced Credit</b>		
<p>Advance credit for courses completed prior to admission to a Master's program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completing the "Recommendation for Advance Credit (Transfer of Courses)" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>).</p> <ul style="list-style-type: none"> <li>• Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section).</li> <li>• No more than half of the required coursework for the program can be given advance credit.</li> <li>• A course may not be used for credit toward more than one program.</li> <li>• The student must register at The University of Manitoba for at least two terms within a single academic year as a full-time student and must also complete the thesis at The University of Manitoba.</li> </ul> <p>Regardless of the extent of advanced credit received, all students are required to pay applicable program fees.</p>		
<b>4.4.6 Transfer Credit</b>		
<p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> <li>• must be approved for transfer to the program of study by the unit and the Faculty of Graduate Studies before the student may register for them;</li> <li>• are considered on an individual basis;</li> <li>• cannot be used for credit towards another degree;</li> <li>• may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required.</li> </ul> <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office; an original transcript and course equivalency must be provided.</p>		
<b>4.4.7 Time in Program</b>		<i>Note: Maximum time to completion is now 4 years for full-time students. See section 1.4.1 for criteria relating to full-time and part-time status.</i>
<p>The minimum time for students in the Master's program is equivalent to two terms. Most units require more than this and students should check unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four years for students</p>		

<p>declared as full-time and six years for students declared as part-time ( see section 1.4.1). Individual units and/or programs may have specified minimum and maximum time limits, and students should periodically check unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies <b>at least three, but no more than four, months</b> prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p><b>4.5 Student's Advisor/Co-Advisor</b></p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one term following registration. The advisor must:</p> <ul style="list-style-type: none"> <li>• hold at least a Master's degree or equivalent</li> <li>• be a member of the Faculty of Graduate Studies,</li> <li>• have expertise in a discipline related to the student's program, and</li> <li>• hold an appointment in the student's unit.</li> <li>• have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy).</li> </ul> <p>It is the responsibility of the unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the unit Head, within one term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p> <p>In special circumstances, an advisor and co-advisor, upon approval of the unit Head may advise a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both co-advisors' signatures are required on all documents where the advisor's signature is required.</p> <p>The advisor/co-advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work.</p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same unit.</p> <p>The advisor and co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor/co-advisor and the student are required to sign the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, Head of the unit or the Dean of the Faculty of Graduate Studies.</p> <p>Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the unit Graduate Chair, the Head of the unit or to the Dean of the Faculty of Graduate Studies.</p>	<p><i>Must a student have an advisor identified at time of admission?</i></p> <p>For students in the thesis route, the advisor is selected upon admission to the program.</p> <p>For students in <a href="#">the Economics and Econometrics course-based route</a>, the Graduate <a href="#">Subcommittee Chair for the stream</a> will act as the student's <a href="#">advisor, until (or unless) an individual advisor is appointed for the student. The advisor will be a faculty member from the Economics and Econometrics stream.</a></p> <p><a href="#">For students in the Economics and Society course-based route, the Graduate Subcommittee Chair for the stream will act as the student's advisor, until (or unless) an individual advisor is appointed for the student. The appointed advisor will be a faculty member in the Economics and Society stream.</a></p>

<p>All students should consult unit supplemental regulations for specific details regarding advisor/co-advisor requirements.</p>	
<p><b>4.6 Advisory Committee</b></p> <p><b>4.6.1 Thesis/Practicum Route</b></p> <p>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 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, under normal circumstances, that advisory committee members have a Master's degree or equivalent and have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy). 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. A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisory committee member with an appointment in the same unit. Graduate students may not serve on graduate student advisory committees.</p> <p>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.</p> <p>Additional specifications regarding the advisory committee are found in the unit supplemental regulations and students should consult these regulations for specific requirements.</p> <p><b>4.6.2 Course-based/Comprehensive Examination Route</b></p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the unit's supplemental regulations and students should consult these regulations for specific requirements.</p> <p><b>4.6.3 Accredited professional programs</b></p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	<p>Following admission, the <u>relevant</u> Graduate Subcommittee Chair, in consultation with the student, will establish a thesis advisory committee. This committee shall consist of a thesis advisor from the Department of Economics, at least one additional member internal to the department, and at least one additional member with no appointment in the Department of Economics.</p>
<p><b>4.7 Courses and Performance</b></p> <p><b>4.7.1 Course or Program Changes</b></p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and unit Head. Withdrawal from courses or changes of course category without such approval will result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	<p><i>It is recommended that units require a Program of Study and Appointment of Advisory Committee form (analogous to that required by FGS for PhD students) for internal use</i></p>
<p><b>4.7.2 Lapse of Credit of Courses</b></p> <p>Courses completed more than seven years prior to the date of awarding of a degree may not normally be used for credit toward that degree.</p>	
<p><b>4.7.3 Academic Performance</b></p> <p>Student progress shall be reported <b>at least</b> annually to the Faculty of Graduate Studies on the "Progress Report" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies</p>	

<p>on the "Progress Report" form. Two consecutive "in need of improvements" normally requires the student to withdraw from the Faculty of Graduate Studies.</p>	
<p><b>4.7.4 Performance in Coursework</b></p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	
<p><b>4.7.5 Performance not related to Coursework</b></p> <p>In some units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report Form" (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p><i>Additional examples could include attendance in seminars, standards of ethical behavior, professional dress codes, etc.</i></p> <p><u><a href="#">All graduate students are expected to participate in departmental workshops and seminars.</a></u></p>
<p><b>4.8 Requirements for Graduation</b></p> <p>All students must:</p> <ul style="list-style-type: none"> <li>• maintain a minimum degree grade point average of 3.0 with no grade below C+;</li> <li>• meet the minimum and not exceed the maximum course requirements, and</li> <li>• meet the minimum and not exceed the maximum time requirements.</li> </ul> <p>Individual units may have additional specific requirements for graduation and students should consult unit supplemental regulations for these specific requirements.</p>	
<p><b>4.8.1 Thesis/Practicum Route</b></p> <p><b>4.8.1.1 Thesis vs. Practicum</b></p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The rigour required for the practicum is equal to that required for the thesis. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual units have specific requirements for graduation and students should consult unit supplemental regulations for specific requirements.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee/unit Head; students should consult unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p><b><u>Thesis/Practicum Proposal:</u></b>  <i>Provide details of proposal format, page limits, other guidelines, evaluation procedures, who approves the proposal; at what point in the program is the thesis proposal to be completed; is the oral presentation completed in open or closed session; is unanimous approval required; can a thesis proposal that is not approved the first time be resubmitted, etc.</i></p> <p>1) <del>The thesis proposal should include the topic of the thesis, a preliminary literature review, a statement of proposed methodology as well as proposed data sources, if applicable.</del></p> <p>2) <del>The thesis proposal must be presented to the thesis advisory committee. The thesis proposal may require revisions which will be completed in consultation with the advisor. Normally this proposal is to be approved by the entire advisory committee which will indicate approval by signing a copy of the proposal which will be kept on file. The approval must be received at least six months prior to the thesis defence.</del></p> <p><u>For both the Economics and Econometrics stream, and the Economics and Society streams:</u></p>



<div style="border-left: 1px solid black; border-right: 1px solid black; height: 200px; margin: 0 auto; width: 100px;"></div>	<p>1) The thesis proposal <u>will</u> include the topic of the thesis, a preliminary literature review, a statement of proposed methodology as well as proposed data sources, if applicable.</p> <p>2) The <u>written</u> thesis proposal must be presented to the <u>Thesis Advisory Committee</u>.</p> <p>3) The thesis proposal may require revisions, which will be completed in consultation with the <u>advisor</u>.</p> <p>4) <u>The proposal is to be approved by the entire Thesis Advisory Committee, which will indicate approval by signing a copy of the proposal that will be kept on file. The approval must be received by the end of the student's first year in the program, normally 30 June.</u></p> <p>4)5) <u>Students whose proposal is not approved must resubmit a revised proposal within six (6) months.</u></p>
<p><b>4.8.1.2 Examining Committee</b></p> <p><b>4.8.1.2 Examining Committee</b></p> <p>The advisor/co-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 (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). This form must be approved by the Dean of the Faculty of Graduate Studies prior to the distribution of the thesis</p> <p>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/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. 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 Master's 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Acceptable, without modification or with minor revision(s); or</li> <li>• Acceptable, subject to modification and/or revision(s); or</li> <li>• Not acceptable.</li> </ul> <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p>	<p>The examining committee is normally the same as the advisory committee <u>for both streams</u>.</p>

<p><b>4.8.1.3 Oral Examination</b></p> <p>For units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the unit's responsibility to warn the student of any risk involved should he/she decide to proceed against the unit's recommendation.</p> <p>All members of the examining committee should be present at the examination. If an examining committee member cannot attend the defence, prior approval must be obtained from the Faculty of Graduate studies for the defence to proceed. Under no circumstances can the student participate by video conferencing. Regardless of open or closed status, no recording devices will be permitted.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then approve that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the thesis/practicum final report form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Each examiner must indicate his/her opinion by his/her signature. If two or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p> <p>The examining committee may recommend to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.</p>	<p><i>Note: There is provision for a dissenting voice in the outcome of the evaluation of the oral examination and written thesis.</i></p> <p><i>Provide details of scheduling of the oral examination, format and procedures of the examination, time constraints on oral presentation, duration of questioning by examiners, number of rounds of questions, etc.</i></p> <p>The student will present their thesis in an open forum in which all members of the advisory committee are present. The oral presentation will be a maximum of 30 minutes. The student will then be asked questions about the thesis by <u>all</u> committee members, starting with the external examiner. The total duration of the oral examination shall not exceed 2 hours. <u>The thesis will be graded on a Pass/Fail basis. A pass decision must be unanimous.</u></p> <p><u>Students who fail on the first attempt of the oral examination will make a second attempt within 12 months of the first attempt. The second oral examination attempt will follow the same procedures as those noted for the first defense. Students who fail the defense on their second attempt will be required to withdraw from the program and the Faculty of Graduate Studies.</u></p>
<p><b>4.8.1.4 Failure</b></p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> <li>• The examining committee reports on the merits of the written thesis;</li> <li>• The defence; or</li> <li>• A combination of both stages.</li> </ul> <p>The examining process should be completed within one month of distribution of the thesis/practicum.</p>	<p><i>The report from the Chair should include how the first failure will be addressed and a timeline for when the second attempt should occur.</i></p>
<p><b>4.8.2 Course-based/Comprehensive Examination Route</b></p> <p>Students must demonstrate his/her mastery of their field. The specific procedures for evaluation of this mastery are stated in individual units' supplemental regulations. Students should consult unit supplemental regulations for specific requirements.</p>	<p><i>Provide details of structure, format, duration of examination, composition of examining committee, evaluation criteria, etc.</i></p> <p><del>Students must complete ECON 7000 in lieu of a comprehensive examination. The instructor of ECON</del></p>

In those units where comprehensive examinations are required, students should consult unit supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the Report on Comprehensive Examination form ([http://umanitoba.ca/faculties/graduate\\_studies/forms/index.html](http://umanitoba.ca/faculties/graduate_studies/forms/index.html)) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.

7000 and an examiner (selected by the instructor in consultation with the Graduate Studies Committee) will evaluate the student's research paper for the course. The examiner also serves as an advisor to the student as the student completes this requirement. In the event of a disagreement between the instructor and examiner, the Chair of the Graduate Studies Committee will ask a faculty member to evaluate the paper and cast a deciding vote.

#### **Common Requirements for Both Streams**

In lieu of a comprehensive exam, every course based MA student in each respective stream must complete a research paper that demonstrates the mastery of his/her field. Each student will have a supervisor under whose guidance the research paper will be completed. Two examiners will grade each individual paper, one of whom will be the student's supervisor. Approval of both examiners is required to obtain a Pass on the paper.

If a student obtains a Fail grade on the paper, he/she will be given written comments by the two examiners that explain the reasons for failure, and suggest ways of improving the paper to receive a Pass grade. The student will have one chance to revise and resubmit the paper within six months of having received the comments. A Fail grade on the second attempt will result in the student being required to withdraw from the program and the Faculty of Graduate Studies.

#### **Economics and Econometrics Stream:**

Students must complete ECON 7000 in lieu of a comprehensive examination. The instructor of ECON 7000 (or the instructor's appointee from the Economics and Econometrics stream) and the student's supervisor for the research paper in this course (selected by the instructor in consultation with the student) will evaluate the student's research paper and award either a Pass or a Fail grade. In the event of a disagreement between the instructor and supervisor, the Economics and Econometrics Graduate Subcommittee Chair will ask another faculty member from the Economics and Econometrics stream to evaluate the paper and cast the deciding vote.

#### **Economics and Society Stream:**

Students must complete the research paper in lieu of a comprehensive examination. The supervisor of the research paper and an additional examiner, selected by the Economics and Society Graduate Subcommittee Chair from the Economics and Society faculty, will evaluate the research paper on a pass/fail basis. In the event of a disagreement between the two evaluators, the Economics and Society Graduate Subcommittee Chair will ask another faculty member from the Economics & Society stream to evaluate the paper and cast the deciding vote.

#### **4.9 Style and Format**

<p>The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see <a href="#">Appendix 1</a>).</p>	
<p><b>4.10 Deadlines for Graduation</b></p> <p>The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum); comprehensive examination; or M. Eng. project, design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project/Design thesis) the unit must forward potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at <a href="http://umanitoba.ca/faculties/graduate_studies/deadlines/index.html">umanitoba.ca/faculties/graduate_studies/deadlines/index.html</a>.</p> <p><b>4.11 Details for Submissions of the Final Copy</b></p> <p>Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:</p> <ul style="list-style-type: none"> <li>• One digital version submitted as an e-thesis/practicum at the MSpace website (<a href="https://mspace.lib.umanitoba.ca/index.jsp">https://mspace.lib.umanitoba.ca/index.jsp</a>)</li> <li>• Final approval and release forms.</li> </ul>	
<p><b>4.12 Publication and Circulation of Thesis/Practicum</b></p> <p>Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, he/she will be required to grant a license of partial copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program.</p> <p><b>Note:</b> This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author.</p> <p>The thesis release form, including the copyright declaration/infringement form, must be completed on MSpace. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have been delineated and the importance of copyright and/or patents fully comprehended.</p> <p>Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included.</p> <p><b>Notes:</b></p> <p><b>Patents</b> –Refer to section 6 “Policy of Withholding Theses Pending Patent Applications” in this Guide.</p> <p><b>Restriction of Theses/Practica for Publication</b> – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.</p> <p><b>Library and Archives Canada</b> – Library and Archives Canada obtains a copy of the thesis via the University's MSpace repository.</p>	
<p><b>SECTION 5: Doctor of Philosophy General Regulations</b></p>	<p><i>Relevant information could include:</i></p>

The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.

Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students ([http://umanitoba.ca/faculties/graduate\\_studies/admin/supplemental\\_regulations.html](http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html)), and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, progression and completion.

## 5.1 Admission

### 5.1.1 General criteria

Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. However, the criteria for admissions into the Ph.D. program are more stringent than for Masters' programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.

- *Minimum admission criteria (beyond FGS requirements)*
- *Admission/selection committee composition (if applicable)*
- *Admission/selection procedures*
- *Indicate which major areas are acceptable*
- *Is a thesis-based Master's degree required*

An M.A. in Economics or Agricultural Economics equivalent to that awarded by the University of Manitoba is required. A thesis-based Masters is not required.

Applications to the Ph.D. program will first be assessed by the department's Graduate Studies Committee. If the application receives fewer than two votes to reject the applicant from the 3 or more members of the Committee, the application will be forwarded to a Ph.D. Selection Committee appointed by the Chair of the Graduate Studies Committee. This Ph.D. Selection Committee will consist of three department members working in areas related to the applicant's intended area(s) of specialization. If the application is deemed acceptable with a majority vote by the Selection Committee, the application is recommended to FGS for acceptance. Any application that receives two votes for rejection from the Graduate Studies Committee is deemed not acceptable.

#### **Common Admission Criteria:**

An MA in Economics or Agricultural Economics equivalent to that awarded by the University of Manitoba is required. A thesis-based Masters is not required.

#### **Additional Stream-Specific Admission Criteria:**

##### **Economics and Econometrics Stream:**

Applications to the Economics and Econometrics Ph.D. program stream will first be assessed by three of the Economics and Econometrics Graduate Subcommittee members. If the application is judged acceptable by a majority of the three assessors, the application will be forwarded to three Economics and Econometrics stream members working in areas related to the applicant's intended area(s) of specialization. If the application is deemed acceptable with a majority vote by these three faculty members, the application will be forwarded to the department Graduate Committee to be recommended to FGS for acceptance.

##### **Economics and Society Stream:**

Applications to the Economics and Society Ph.D. program stream will first be assessed by the Economics and Society Ph.D. Selection subcommittee. This Ph.D. selection subcommittee will consist of three **Economics and Society** department members selected by the Economics and Society Graduate Subcommittee Chair. If the application is deemed acceptable with a majority vote by the Selection Committee, the application will be forwarded to the department Graduate Committee to be recommended to FGS for acceptance.

<p><b>5.1.2 Direct Admission from the Bachelor's Honours or equivalent</b></p> <p>With special recommendation of the unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study). Once admitted, these students must complete at least 24 credit hours of coursework, unless the individual unit's approved supplemental regulations specify otherwise, and will be assessed Ph.D. fees for 3 years.</p>	<p><i>If direct admission is considered, specify conditions</i></p> <p>In exceptional cases, applications <u>to either respective stream</u> may be considered from students who have completed an Honours degree in Economics equivalent to that awarded by the University of Manitoba. In such cases, the applicant will be required to fulfil, in addition to the requirements below, all course work requirements for the non-thesis MA degree.</p>
<p><b>5.1.3 Transfer from the Master's to the Ph.D. program</b></p> <p>Students who have not completed a Master's program may transfer to the Ph.D. program within the same unit upon the recommendation by the Head of the unit to the Faculty of Graduate Studies. The recommendation should be made within 18 months of the student's commencement of the Master's program. The coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual unit's approved supplemental regulations specify otherwise.</p> <p>The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one month prior to the term for which the student intends to commence the Ph.D. program. The following are required when making the request: The online Application for Admission indicating a request for transfer. If the transfer is made within one year, no additional application fee must be paid. In the case where the student does not hold a Master's degree, a letter of recommendation from the Head of the unit is also required.</p> <p>If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for 3 years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for 2 years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on The University of Manitoba Graduate Fellowship duration.</p> <p>Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same unit on the recommendation of the student's advisor/co-advisor and Head of the unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full 2 years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a 3 year Ph.D.</p>	<p><i>Note: Transfer from Master's to PhD within a unit must now be completed within the first <b>18 months</b> in the Master's program.</i></p>
<p><b>5.1.4 Provisional Admission to the Ph.D.</b></p> <p>Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the unit and the Faculty of Graduate Studies to complete dual registration in the Master's and Ph.D. program simultaneously.</p>	
<p><b>5.1.5 English Language Proficiency</b></p> <p>See section 1.1.7.</p> <p>Some units specify an additional language requirement for the Ph.D. degree. Students should check unit supplemental regulations regarding this requirement.</p>	
<p><b>5.1.6 Students with Disabilities</b></p>	



<p>See Accommodation Policy for Students with Disabilities:</p> <p><a href="http://umanitoba.ca/admin/governance/governing_documents/students/281.html">http://umanitoba.ca/admin/governance/governing_documents/students/281.html</a></p>	
<p><b>5.2 Student Advisor, Co-advisor and Advisory Committee</b></p> <p><b>5.2.1 Student Advisor</b></p> <p>Every Ph.D. student must have an advisor, appointed by the Head of the unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at The University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic unit. The advisor is directly responsible for the supervision of the student's graduate program. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic unit, the Faculty of Graduate Studies, the university, and external funding agencies. The academic advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the unit and the Faculty of Graduate Studies.</p> <p>The advisor must:</p> <ul style="list-style-type: none"> <li>• be a member of the Faculty of Graduate Studies;</li> <li>• hold a Ph.D. or equivalent*;</li> <li>• be active in research;</li> <li>• have expertise in a discipline related to the student's program;</li> <li>• hold an appointment in the student's unit; and</li> <li>• have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy).</li> </ul> <p>*Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not considered <i>per se</i> to be equivalent to a Ph.D.</p> <p>Usually the student and the advisor choose to work together by mutual agreement. In units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not exceed eighteen months after entry in to the program before a permanent advisor is chosen.</p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor/co-advisor with an appointment in the same unit.</p> <p>The advisor and co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, the Head of the unit or the Dean of the Faculty of Graduate Studies.</p> <p>Should, during the student's program, the relationship between the student and advisor significantly deteriorate, the matter should be referred sequentially to the unit Graduate Chair, the Head of the unit, then to the Dean of the Faculty of Graduate Studies.</p> <p><b>5.2.2 Co-advisor</b></p> <p>In special circumstances, upon approval of the Head of the unit, an advisor and co-advisor may</p>	<p><i>Note: See revised criteria for advisor/co-advisor.</i></p> <p><i>Must there be an advisor in place at admission? (Details of composition of advisory committee go in section 5.2.3)</i></p> <p>Students must have an <u>a</u>dvisor by May 31 of their second year in the program. Until that time the Graduate Subcommittee Chair <u>of the admitting stream</u> will serve as the student's advisor.</p>

<p>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/co-advisor, which should occur with much greater frequency than the advisory committee meetings.</p>	
<p><b>5.3 Program of Study</b></p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies and should include:</p> <ul style="list-style-type: none"> <li>• information about the minimum or expected time for completion of the degree;</li> <li>• coursework to be taken;</li> <li>• any foreign language requirement;</li> <li>• the research area in which the thesis will be written.</li> </ul> <p>The approval of the student's advisor/co-advisor and the Head of the unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee and the Head of the unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p><b>5.4 Program Requirements</b></p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved unit supplemental regulations:</p> <ul style="list-style-type: none"> <li>• Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.*</li> <li>• Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.*</li> </ul> <p>*Unless professional accreditation requirements and/or the unit's supplemental regulations indicate otherwise.</p> <p>All students must complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within one year of initial registration, unless previously completed at the Masters level.</p>	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level e.g. 7000), and credit hours</i></p> <p><u>Core course requirements:</u>  <del>PhD students must complete a minimum of 27 credits of 7000-level Economics courses beyond their MA program by the end of their second year in the program.</del></p> <p><del>Students must take ECON 7010, ECON 7650, ECON 7660, ECON 7722, and ECON 7732, as part of their core requirement in the first year. Students must also take at least one elective course in their first year of the program.</del></p> <p><b>RESEARCH PAPER:</b>  <del>Students must complete a research paper by May 15<sup>th</sup> of their second year in the program.</del>  <del>-</del>  <del>Students must choose an advisor for their research paper by November 30<sup>th</sup> of their second year in the program, and submit the completed research paper to the Graduate Chair by May 15<sup>th</sup> of the same academic year. The research paper shall be graded on a PASS/FAIL basis. In consultation with the student and the advisor for the research paper, the Graduate Chair will establish an examination committee of two faculty members which shall include the student's research paper advisor and one other faculty member. The committee members will review the paper and by June 15<sup>th</sup> of the same academic year each will submit a written report indicating to the student (with a copy to the Graduate Chair) whether the paper receives a PASS or FAIL grade. A PASS grade on the research paper will be</del></p>



recorded only when the committee agrees unanimously. Otherwise, the student FAILS, and he/she will have one chance to revise the paper according to the committee's comments in its written reports, and resubmit it no later than 15 September following. The same committee will review the revised paper and by October 15th of the same year each will submit a written report indicating to the student (with a copy to the Graduate Chair) whether the revised paper receives a PASS or FAIL grade. A PASS grade on the revised research paper will be recorded only when the committee agrees unanimously. Students who fail on this second attempt will be required to withdraw from the program.

If a committee member is on leave or unavailable, the Graduate Chair will normally assign a faculty member to serve in place of this committee member.

**Common Core course requirements:**

PhD students must complete a minimum of 27 credit hours of 7000 level coursework beyond their MA program by the end of their second year in the program including:

- ECON 7010
- ECON 7650
- ECON 7722

Additional Program Requirements:

Economics and Econometrics Stream:

Students must complete ECON 7010, ECON 7650, ECON 7660, ECON 7722, and ECON 7732, as part of their core requirement in the first year. Students must also complete a minimum of 12 credit hours of elective Economics courses at the 7000 level by the end of their second year in the program, with at least one elective course taken in their first year of the program.

RESEARCH PAPER:

Students must complete a research paper by May 15<sup>th</sup> of their second year in the program.

Students must choose an advisor for their research paper by November 30th of their second year in the program, and submit the completed research paper to the Graduate Subcommittee Chair by May 15th of the same academic year. The research paper shall be graded on a PASS/FAIL basis. In consultation with the student and the advisor for the research paper, the Graduate Subcommittee Chair will establish an examination committee of two faculty members which shall include the student's research paper advisor and

		<p><u>one other faculty member. The committee members will review the paper and by June 15th of the same academic year each will submit a written report indicating to the student (with a copy to the Graduate Subcommittee Chair) whether the paper receives a PASS or FAIL grade. A PASS grade on the research paper will be recorded only when the committee agrees unanimously. Otherwise, the student FAILS, and he/she will have one chance to revise the paper according to the committee's comments in its written reports, and resubmit it no later than September 15<sup>th</sup> of the same year. The same committee will review the revised paper and by October 15th of the same year each will submit a written report indicating to the student (with a copy to the Graduate Subcommittee Chair) whether the revised paper receives a PASS or FAIL grade. A PASS grade on the revised research paper will be recorded only when the committee agrees unanimously. Students who fail on this second attempt will be required to withdraw from the program and the Faculty of Graduate Studies.</u></p> <p><b><u>Economics and Society Stream:</u></b></p> <p><u>Students must also take:</u></p> <p><u>a) Either ECON 7540 or ECON 7060</u></p> <p><u>b) An additional 6 credit hours from the following:</u></p> <ul style="list-style-type: none"> <li><u>• ECON 7060</u></li> <li><u>• ECON 7130</u></li> <li><u>• ECON 7140</u></li> <li><u>• ECON 7170</u></li> <li><u>• ECON 7180</u></li> <li><u>• ECON 7540</u></li> <li><u>• ECON 7610</u></li> <li><u>• ECON 7690</u></li> </ul> <p><u>c) An additional nine (9) credit hours of elective course work selected in consultation with the thesis advisor, from Economics or another cognate department, of which a minimum of three (3) credit hours must be at the 7000 level.</u></p> <p><u>Note: Students without 4000-level econometrics can substitute ECON 4040 for ECON 7010.</u></p>
<b>5.4.1 Language Reading Requirements</b>	Some units specify a language requirement for the Ph.D. degree. Students are advised to check unit supplemental regulations regarding this requirement.	<i>Indicate if (or if not) required</i>
<b>5.4.2 Advance Credit</b>	Advance credit for courses completed prior to admission to a Ph.D. program will be considered	

<p>A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (see also sections "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p><b>5.6 Academic Performance</b></p> <p>Student progress shall be reported <b>at least</b> annually to the Faculty of Graduate Studies on the "Progress Report" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two consecutive "in need of improvements" normally requires the student to withdraw.</p>	<p><i>Is a reference to section 2.1 necessary?</i></p>
<p><b>5.6.1 Performance in Coursework</b></p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	<p><i>Is a reference to section 2.3 necessary?</i></p> <p>Students are expected to participate in departmental workshops and seminars, including research workshops.</p>
<p><b>5.6.2 Performance Not Related to Coursework</b></p> <p>Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. The student's advisory committee will make a recommendation for required withdrawal to the Head of the unit. The Head of the unit may then recommend to the Dean of the Faculty of Graduate Studies that the student be required to withdraw for reasons of unsatisfactory academic performance.</p>	<p><i>Additional examples could include attendance in seminars, standards of ethical behavior, professional dress codes.</i></p>
<p><b>5.7 Academic Requirement for Graduation</b></p> <p>A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.</p>	
<p><b>5.8 Candidacy Examination</b></p> <p>The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam will vary from unit to unit. The purposes of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analysing, synthesizing, and communicating ideas about that material in depth.</p> <p>At the time specified by the advisory committee--normally within the first year after the completion of the Ph.D. program coursework but in no case later than one year prior to expected graduation--the student must successfully complete the formal candidacy examination.</p> <p>The examination is conducted according to a procedure established by the unit and approved by the Academic Guide Committee of the Faculty of Graduate Studies. Please see the unit supplemental regulations for the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at The University of Manitoba.</p> <p>This examination, which is independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. These must be made known to the students.</p> <p>A pass decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.</p>	<p><i>Provide details of examination structure and format, content, duration, examining committee composition, timeline for completion within the program, and any other regulatory procedural details.</i></p> <p><b>Economics and Econometrics Stream:</b></p> <p>Candidacy exams are written in May and late August or early September.</p> <p>Students must make their first attempt at the theory candidacy examinations in microeconomic theory (<a href="#">Part A</a>) and macroeconomic theory (<a href="#">Part B</a>) at the first opportunity following the completion of <a href="#">ECON 7650</a>, <a href="#">ECON 7660</a>, <a href="#">ECON 7722</a> and <a href="#">ECON 7732</a>.</p> <p><a href="#">Part A and Part B of the candidacy examinations will each consist of a written examination (3 hours) normally given within one week of each other.</a></p> <p><a href="#">The examination committee normally will consist of two members for Part A and two members for Part B.</a></p> <p><a href="#">There will be a separate "Report on Ph.D. Candidacy Examination" form for each of Part A and Part B of the</a></p>

<p>The Dean of the Faculty of Graduate Studies must be informed whether the candidate has passed or failed the candidacy examination on the "Report on Ph.D. Candidacy Examination" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>).</p> <p>Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.</p> <p>On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.</p>	<p><u>Ph.D. candidacy examination committees whose members are appointed by the Economics and Econometrics Subcommittee Chair.</u></p> <p><u>Students will receive the results of Part A and Part B of their candidacy examination in writing within two weeks of the examination.</u></p> <p><u>Students who fail either or both of Part A and Part B on the first attempt must make their second attempt on the failed examination(s) at the next available opportunity. Failing either or both of Part A and Part B on the first attempt constitutes a failure of the first attempt of the Candidacy Exam.</u></p> <p><u>Students who fail either or both of Part A and Part B a second time will be provided with detailed written feedback within two weeks. Failing either or both of Part A and Part B on the second attempt constitutes a failure of the second attempt of the Candidacy Exam resulting in a requirement to withdraw from the program and from the Faculty of Graduate Studies.</u></p> <p><b><u>Economics and Society Stream:</u></b></p> <p><u>The student will sit for a Candidacy Examination in a subject (or subjects) relevant to their general area of research. The subject area will be determined through consultation with the student, the student's advisor, and the Economics and Society Graduate Subcommittee Chair within the first 20 months of the start of their PhD program.</u></p> <p><u>The Candidacy Examination will consist of one three hour written examination.</u></p> <p><u>Students must make their first attempt at the Candidacy Examination within the first 30 months of their PhD program. Candidacy exams will normally be scheduled for late August.</u></p> <p><u>The examining committee will consist of three faculty members from the <b>Economics and Society stream</b>.</u></p> <p><u>Candidacy exams will be graded on a Pass/Fail basis. A pass decision must be unanimous. Students will receive the results of their Candidacy Examination in writing within two weeks of the examination.</u></p> <p><u>Students who fail the examination on the first attempt will make a second attempt within 12 months of the first attempt.</u></p> <p><u>The second candidacy exam will follow the same procedures as the first exam.</u></p> <p><u>Students who fail the examination a second time will be provided with detailed written feedback within two weeks. Failing the examination on the second attempt constitutes a failure of the second attempt of the Candidacy Exam and will require a withdrawal from the program and from the Faculty of Graduate Studies.</u></p>
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<p><b>5.9 Thesis Proposal</b></p> <p>Some units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific unit supplemental regulations. If units require thesis proposal approval, this exercise is independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.</p>	<p><i>Provide details of format, page limits, other guidelines, evaluation procedures, timeline for completion within the program, and any other regulatory procedural details.</i></p> <p>1) <del>The thesis proposal should include the topic of the thesis, a preliminary literature review, a statement of proposed methodology as well as proposed data sources, if applicable.</del></p> <p><del>The thesis proposal must be presented to the thesis advisory committee at least one week before the day of the proposal defence. The thesis proposal may require revisions which will be completed in consultation with the advisor. This proposal must be approved unanimously by the entire advisory committee; such approval will be indicated by all committee members signing a copy of the proposal which will be kept on file. The approval must be received by December 15<sup>th</sup> of the third year in the program.</del></p> <p><b><u>Economics and Econometrics Stream:</u></b></p> <p>The thesis proposal <u>will</u> include the topic of the thesis, a preliminary literature review, a statement of proposed methodology as well as proposed data sources, if applicable. <u>The thesis proposal must be submitted to the thesis advisory committee at least one week before the day of the proposal defense.</u></p> <p><u>The thesis proposal will be defended in an oral presentation to the thesis advisory committee. The thesis proposal may require revisions, which will be completed in consultation with the advisor.</u></p> <p><u>The thesis proposal must be approved unanimously by the entire advisory committee; such approval will be indicated by all committee members signing a copy of the proposal which will be kept on file. The approval will normally be received by December 15<sup>th</sup> of the third year in the program.</u></p> <p><u>If the proposal is not approved by the entire advisory committee the candidate must make a second proposal defense within six months of the first proposal defense. The second defense will follow the same procedures as the first defense.</u></p> <p><u>If a student does not receive unanimous approval from their committee in their second attempt to defend their proposal, it will be recorded as a failure resulting in a requirement to withdraw from the program and the Faculty of Graduate Studies.</u></p>
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		<p><b>Economics and Society Stream:</b></p> <p>The thesis proposal will include the topic of the thesis, a preliminary literature review, a statement of the proposed methodology as well as proposed data sources, if applicable.</p> <p>The thesis proposal will normally be received within 12 months following the successful completion of the Candidacy Examination.</p> <p>The thesis proposal will be defended in an oral presentation to the thesis advisory committee.</p> <p>The written thesis proposal must be presented to the thesis advisory committee at least one week before the day of the proposal defense. The thesis proposal may require revisions which will be completed in consultation with the advisor. This proposal must be approved unanimously by the entire advisory committee; such approval will be indicated by all committee members signing a copy of the proposal which will be kept on file.</p> <p>If the proposal is not approved by the entire advisory committee, the candidate must make a second proposal defense within six months of the first proposal defense. The second defense will follow the same procedures as the first defense.</p> <p>If a student does not receive unanimous approval from their committee in their second attempt to defend their proposal, it will be recorded as a failure resulting in a requirement to withdraw from the program and the Faculty of Graduate Studies.</p>
	<p><b>5.10 Thesis</b></p> <p>An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication.</p> <p>The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the unit, be lucid and well written, and be reasonably free from errors of style and grammar (including typographical errors).</p> <p>The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at:  <a href="http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html">http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html</a></p>	
	<p><b>5.11 Thesis Examination Procedures</b></p> <p>The final examination for the Ph.D. degree proceeds in three stages (see Figure 5-1):</p> <ol style="list-style-type: none"> <li>1. Examination of the candidate's thesis by an internal examining committee.</li> <li>2. Examination of the candidate's thesis by an external examiner.</li> <li>3. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto.</li> </ol>	<p><i>Note: There is now an internal distribution of the thesis</i></p>
	<p><b>5.11.1 Formation of the Examining Committee I - University of Manitoba (Internal)</b></p>	

## **Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes**

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### **Preamble**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Department of Entomology.

### **Observations**

1. The **Department of Entomology** proposes changes to its supplemental regulations:
  - To remove the second language reading test from section 5.4.1. The revised text is "The Department of Entomology does not require that the student complete a language reading test in a second language approved by the Department of Entomology, unless specifically requested by the student's Advisory Committee".
  - To reflect a change that was already Senate approved on April 1, 2015: the reduction in credit hours in the M.Sc. and Ph.D. programs in the department to a minimum of 6 credit hours of course work at the 7000 level or above.

### **Recommendations**

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

#### **Department of Entomology**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/ak

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

<p>Studies. Graduate students may not serve on graduate student advisory committees. A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of study &amp; appointment of advisory committee" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.</p>	
<p><b>5.3 Program of Study</b></p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of study &amp; appointment of advisory committee" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>) and should include:</p> <ul style="list-style-type: none"> <li>• information about the minimum or expected time for completion of the degree;</li> <li>• coursework to be taken;</li> <li>• any foreign language requirement;</li> <li>• the research area in which the thesis will be written.</li> </ul> <p>The approval of the student's advisor/co-advisor and the Head of the unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p><b>5.4 Program Requirements</b></p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved unit supplemental regulations:</p> <ul style="list-style-type: none"> <li>• Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.*</li> <li>• Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.*</li> </ul> <p>*Unless professional accreditation requirements and/or the unit's supplemental regulations indicate otherwise.</p>	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level e.g. 7000), and credit hours</i></p> <p><u>As part of the course requirements specified in the general regulations, students must take Advanced Entomology II (ENTM 7220)(3 CH), which is an essay/seminar course offered each year in the winter term.</u></p> <p><u>For students entering the Ph.D. program who have completed an M.Sc. degree, a minimum of 6 credit hours of course work at the 7000 level or above plus a thesis are required. As part of the 6 credit hours of course work at the 7000 level, students must take ENTM 7220 Advanced Entomology II (3 credit</u></p>



		<p><u>hours), which is an essay/seminar course offered each year in the winter term or hold credit in ENTM 7150 Advanced Entomology (3 credit hours). Students transferring from an M.Sc. to Ph.D. program would be required to take 12 credit hours at the 7000 level. As part of the 12 credit hours of course work at the 7000 level, students must take ENTM 7220 Advanced Entomology II (3 credit hours) or hold credit in ENTM 7150 Advanced Entomology (3 credit hours). In all cases, the advisory committee and department head will be responsible for ensuring that each student has the appropriate course work needed to be appropriately trained in the discipline of entomology.</u></p>
	<p><b>5.4.1 Language Reading Requirements</b></p> <p>Some units specify a language requirement for the Ph.D. degree. Students are advised to check unit supplemental regulations regarding this requirement.</p>	<p><i>Indicate if (or if not) required</i></p> <p><u><b>Language Reading Requirement:</b> The Department of Entomology does not require that the student complete a language reading test in a second language approved by the Department of Entomology, unless specifically requested by the student's Advisory Committee. The Department of Entomology requires that the student complete a language reading test in at least one second language approved by the Department of Entomology, unless specifically waived by the student's Advisory Committee.</u></p>
	<p><b>5.4.2 Advance Credit</b></p> <p>Advance credit for courses completed prior to admission to a Ph.D. program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit -Transfer of Courses" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>).</p> <ul style="list-style-type: none"> <li>• Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section for course currency).</li> <li>• No more than half of the required coursework for the program can be given advance credit.</li> <li>• A course may not be used for credit toward more than one degree, diploma or certificate.</li> <li>• The student must register at The University of Manitoba for at least two consecutive terms and must also complete the thesis and candidacy examination at The University of Manitoba. Regardless of the extent of</li> </ul>	

## Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

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### Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Department of Human Anatomy & Cell Science.

### Observations

1. The **Department of Human Anatomy & Cell Science** proposes one (1) course deletion, ANAT 7360, four (4) 1.5 credit hour course introductions, ANAT 7460, ANAT 7462, ANAT 7464, ANAT 7466, and thus updated supplemental regulations. The Department proposed the introduction of four (4) 1.5 credit hour graduate courses in microscopic anatomy (i.e., histology) to replace the current 6 credit hour course, ANAT 7360 Human Microscopic Anatomy (Histology). In essence, the content of the 6 credit hour course will be split into smaller courses without substantive change in course content.

There are relatively few 6 credit hour graduate courses remaining 'on the books', and students have become less inclined to take 6 credit hour courses in fulfilment of their program requirements. Not surprisingly, the frequency in which this course was offered has declined. The department is splitting the course to make it more attractive for graduate students to choose which 1.5 credit hour lines up with their interests. ANAT 7460 is a 'Basic Tissues' course that would be a pre-requisite for the other 3 courses that cover the histology of various systems in the body. The library resource statement for each course introduction states that the library is able to support each of the courses.

#### Course Deletion

**ANAT 7360 Human Microscopic Anatomy (Histology) -6**

#### Course Introductions

**ANAT 7460 Human Histology: Basic Tissues +1.5**

A lecture and lab course that examines the histological features of the 4 basic tissue types found within the human body. The microscopic structure will be correlated to function in each of the basic tissues of the human body. The clinical significance of structural and functional changes at the histological level will also be presented. May not be held with ANAT 7360.

**ANAT 7462 Human Histology: Blood, Immune, and Cardiopulmonary Systems +1.5**

A lecture, lab, and student presentation course that examines the histological features of the blood,

immune system, cardiovascular, and respiratory systems within the human body. The microscopic structure will be correlated to function in each of these systems. The clinical significance of structural and functional changes at the histological level will also be presented. May not be held with ANAT 7360.

**ANAT 7464 Human Histology: Gastrointestinal System and Endocrine Glands +1.5**

A lecture, lab, and student presentation course that examines the histological features of the gastrointestinal system (including associated glands) and endocrine glands within the human body. The microscopic structure will be correlated to function in each of these systems. The clinical significance of structural and functional changes at the histological level will also be presented. May not be held with ANAT 7360.

**ANAT 7466 Human Histology: Reproductive and Urinary Systems, Skin, and Special Senses +1.5**

A lecture, lab, and student presentation course that examines the histological features of the reproductive system, urinary system, skin and special senses within the human body. The microscopic structure will be correlated to function in each of these systems. The clinical significance of structural and functional changes at the histological level will also be presented. May not be held with ANAT 7360.

**NET CREDIT HOUR CHANGE**

**NO CHANGE**

**Recommendations**

**Faculty Council of Graduate Studies recommends THAT the course and regulation changes from the unit listed below be approved by Senate:**

**Department of Human Anatomy & Cell Science**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/ak

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

<p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p><b>Note:</b> This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	
<p><b>4.3.2 Pre-Master's Programs</b></p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a pre-Master's program of study (Section 3).</p> <p>The pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4) year degree in the major department/unit, and to provide the student with any necessary prerequisites for courses to be taken in the Master's program.</p>	
<p><b>4.4 Program Requirements</b></p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p>	
<p><b>4.4.1 Thesis/Practicum Route</b></p> <p>A minimum of 12 credit hours of coursework, unless otherwise stated in the department/unit's supplemental regulations, plus a thesis or practicum is required. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the department/unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level, e.g., 7000), and credit hours</i></p> <p>Required course work at the Master's level will consist of a <u>minimum</u> of 9 credit hours of approved course work at the 7000 level. Students are required to take:</p> <ul style="list-style-type: none"> <li>• IMED 7410 Biomedical Trainee Skills (3 CH)</li> </ul> <p>Plus at least <del>one</del> <u>3 CH</u> from the <del>of the</del> following:</p> <ul style="list-style-type: none"> <li>• <u>ANAT 7360 Human Microscopic Anatomy (Histology) (6 CH)</u></li> <li>• <u>ANAT 7460 Human Histology: Basics</u></li> <li>• <u>ANAT 7462 Human Histology: Systems I</u></li> <li>• <u>ANAT 7464 Human Histology: Systems II</u></li> <li>• <u>ANAT 7466 Human Histology: Systems III</u></li> </ul>

	<ul style="list-style-type: none"> <li>• ANAT 7380 Human Developmental Anatomy (Embryology) (3 CH)</li> <li>• ANAT 7392 Human Neuroanatomy (3 CH)</li> <li>• ANAT 7470 Graduate Gross Anatomy (6 CH)</li> <li>• IMED 7004 Human Brain Imaging Methods (1.5 CH)</li> <li>• MED 7092 - Cell Biology A Introduction (3 CH)</li> <li>• IMED 7094 - Cell Biology B Special Topics (3 CH)</li> <li>• IMED 7112 Fundamental Cellular Neurobiology (1.5 CH)</li> <li>• IMED 7114 Fundamental Neural Development and Plasticity (1.5 CH)</li> <li>• IMED 7116 Fundamental Systems Neuroscience (1.5 CH)</li> <li>• IMED 7118 Fundamental Neurobiology of Disease (1.5 CH)</li> <li>• IMED 7180 Molecular Approaches in Medical Research (3 CH)</li> <li>• IMED 7200 Cancer Biology (3 CH)</li> <li>• IMED 7210 Epigenetics in Development and Human Diseases (1.5 CH)</li> <li>• IMED 7242 Nucleic Acids: Structure and Function in Normal Development and Diseases (1.5 CH)</li> <li>• IMED 7244 Nucleic Acids: Manipulation in Biomedical Research (1.5 CH)</li> <li>• IMED 7290 Developmental Biology (3 CH)</li> <li>• IMED 7300 Microscopy, Optics, Imaging and Analysis in Health Research (3 CH)</li> <li>• IMED 7302 Advanced Molecular Imaging (3 CH)</li> </ul> <p>Mandatory attendance at seminars that are part of the Departmental Seminar Program is required. Failure to attend a minimum of 80% of the seminars over the course of an academic year will be taken into consideration at the time of the annual progress report.</p> <p>The course work required for an individual student will be specified in consultation with the student's faculty advisor, and will depend upon the student's background.</p>
<p><b>4.4.2 Course-based/Comprehensive Examination Route</b></p> <p>A minimum of 24 credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p><i>Note: Minimum of 18 credit hours must now be taken at the 7000 level or above.</i></p> <p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level, e.g., 7000), and credit hours</i></p>

<p>and one (1) of whom must hold no appointment within the department/unit. Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>It is expected that Advisory Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students may not serve on graduate student advisory committees. A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>) . The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.</p>	
<p><b>5.3 Program of Study</b></p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>) and should include:</p> <ul style="list-style-type: none"> <li>• information about the minimum or expected time for completion of the degree;</li> <li>• coursework to be taken;</li> <li>• any language requirement; and</li> <li>• the research area in which the thesis will be written.</li> </ul> <p>The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p><b>5.4 Program Requirements</b></p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved unit supplemental regulations:</p> <ul style="list-style-type: none"> <li>• Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.*</li> </ul>	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level e.g. 7000), and credit hours</i></p> <p>Required course work at the PhD level will consist of a minimum of 6 credit hours of approved course work at the 7000 level beyond the MSc.</p> <p>Students are required to take:</p>

- Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.

\*Unless professional accreditation requirements and/or the department/unit's supplemental regulations indicate otherwise.

- ANAT 7330 Readings in Anatomy (3 CH)

Plus one of the following:

- ~~ANAT 7360 Human Microscopic Anatomy (Histology) (6 CH)~~
- ANAT 7460 Human Histology: Basics
- ANAT 7462 Human Histology: Systems I
- ANAT 7464 Human Histology: Systems II
- ANAT 7466 Human Histology: Systems III
- ANAT 7380 Human Developmental Anatomy (Embryology) (3 CH)
- ANAT 7392 Human Neuroanatomy (3 CH)
- ANAT 7470 Graduate Gross Anatomy (6 CH)
- IMED 7004 Human Brain Imaging Methods (1.5 CH)
- IMED 7092 Cell Biology A Introductory (3 CH)
- IMED 7094 Cell Biology B Special Topics (3 CH)
- IMED 7112 Fundamental Cellular Neurobiology (1.5 CH)
- IMED 7114 Fundamental Neural Development and Plasticity (1.5 CH)
- IMED 7116 Fundamental Systems Neuroscience (1.5 CH)
- IMED 7118 Fundamental Neurobiology of Disease (1.5 CH)
- IMED 7180 Molecular Approaches in Medical Research (3 CH)
- IMED 7200 Cancer Biology (3 CH)
- IMED 7210 Epigenetics in Development and Human Diseases (1.5 CH)
- IMED 7242 Nucleic Acids: Structure and Function in Normal Development and Diseases (1.5 CH)
- IMED 7244 Nucleic Acids: Manipulation in Biomedical Research (1.5 CH)
- IMED 7290 Developmental Biology (3 CH)
- IMED 7300 Microscopy, Optics, Imaging and Analysis in Health Research (3 CH)
- IMED 7302 Advanced Molecular Imaging (3 CH)

Mandatory attendance at seminars that are part of the Departmental Seminar Program is required. Failure to attend a minimum of 80% of the seminars over the course of an academic year will be taken into consideration at the time of the annual progress report.

The course work required for an individual student will be specified in consultation with the student's

	faculty advisor, and will depend upon the student's background.
<b>5.4.1 Language Reading Requirements</b>  Some departments/units specify a language requirement for the Ph.D. degree. Students are advised to check department/unit supplemental regulations regarding this requirement.	<i>Indicate if (or if not) required</i>
<b>5.4.2 Advance Credit</b>  Advance credit for courses completed prior to admission to a Ph.D. program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit -Transfer of Courses" form ( <a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a> ).  Note: <ul style="list-style-type: none"> <li>• Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section for course currency);</li> <li>• No more than half of the required coursework for the program can be given advance credit;</li> <li>• A course may not be used for credit toward more than one degree, diploma or certificate; and</li> <li>• The student must register at The University of Manitoba for at least two (2) consecutive terms and must also complete the thesis and candidacy examination at The University of Manitoba.</li> </ul> Regardless of the extent of advanced credit received, all students are required to pay applicable program fees.	
<b>5.4.3 Transfer Credit</b>  Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses: <ul style="list-style-type: none"> <li>• must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them;</li> <li>• are considered on an individual basis;</li> <li>• cannot be used for credit towards another degree;</li> <li>• may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required.</li> </ul> Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office: ( <a href="http://umanitoba.ca/student/records/leave_return/710.html">http://umanitoba.ca/student/records/leave_return/710.html</a> ). An original transcript, and course equivalency must be provided.	



## **Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes**

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### **Preamble**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the College of Nursing.

### **Observations**

1. The **College of Nursing** proposes changes to its supplemental regulations to articulate a formal process by which, prior to the Master of Nursing oral examination, committee members may be able to inform the Chair of significant concerns that a student's thesis is not acceptable for oral examination. The current supplemental regulations for the PhD proposal defense already include a similar clause.

### **Recommendations**

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

#### **College of Nursing**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/ak

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

#### 4.8.1.3 Oral Examination

For units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the unit's responsibility to warn the student of any risk involved should he/she decide to proceed against the unit's recommendation.

Current:

~~Two weeks in advance of the defence, the student submits an abstract to the Graduate Program Assistant who circulates the abstract to the academic community. The advisor chairs the oral defence. The student presents a synthesis of his/her work in 20-30 minutes. Oral questioning begins with the external committee member followed by the internal committee member and the advisor. A second round of questions may ensue. Total length of oral questioning is normally 1-1.5 hours.~~

Amended:

**The thesis document is distributed to committee members by the thesis chair a minimum of 3 weeks prior to the tentative date for the oral examination/defense of the MN thesis, with instructions to inform the thesis advisor at least one week prior to the tentative defense date if they have significant concerns that the thesis is not of acceptable quality. In order for the student to proceed to defense, all members of the thesis committee must agree to proceed to defense. A minimum of one week in advance of the defense, the student submits an abstract to the Graduate Programs Assistant, who circulates the abstract to the academic community. The advisor chairs the oral defense. The student presents a synthesis of his/her work in 20-30 minutes. Oral questioning begins with the external committee member followed by the internal committee member and the advisor. A second round of questions may ensue. Total length of oral questioning is normally 1-1.5 hours.**

## **Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes**

---

### **Preamble**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Department of Psychology.

### **Observations**

1. The **Department of Psychology** proposes changes to its supplemental regulations, which follows this report.

Substantive changes to the supplemental regulations include:

- A change to the pre-MA required courses reflecting changed course offerings, i.e., one social psychology course instead of two.
- Additional information in sections 4.1 and 5.1 to articulate the different program area options.
- Changes in 4.4.1 and 5.4 clarify the different requirements for each program area and avoid reference to external documents. Clarification of the rules around advisors who retire changed to refer directly to the Advisor-Student Guidelines.
- Additional wording in sections 4.8.1.3 and 5.12.5 clarify the process for passing an oral defense when revisions to the manuscript are required.
- Additional information added to section 4.8.2 regarding the content of the School Psychology comprehensive exam and the procedure for re-taking a comprehensive exam in the event of a failure.
- Revised wording in Section 5.8 to more accurately reflect the requirement that Candidacy exams be passed unanimously by the committee to be considered a pass.
- Deletion and alteration of information in 5.11.1 to avoid duplication with FGS Academic Guide.
- Changes in the admissions requirements for students applying through the Brain and Cognitive Sciences (BCS) program specifically to remove the GRE requirement for those students. There were several motivating factors to remove the GRE requirement, most notably that a) many of the programs with which the BCS area competes for students do not require a GRE, and b) concerns about biases in the GRE that may discourage diverse applicants.

### **Recommendations**

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

#### **Department of Psychology**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/ak

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

# Name of Unit: Psychology

<p><b>1.1.6 Transcripts: University of Manitoba</b></p> <p>University of Manitoba students are not required to submit University of Manitoba transcripts.</p>	
<p><b>1.1.7 Proficiency in English</b></p> <p>A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the <a href="#">English Language Proficiency Test Exemption List</a> (see next section). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. <b>Please note:</b> In all cases, test scores older than two years are invalid.</p> <p>Thresholds required for successful completion are indicated in parentheses.</p> <ul style="list-style-type: none"> <li>• University of Michigan English Language Examination Assessment Battery (MELAB) (80%)</li> <li>• Test of English as a Foreign Language (TOEFL)– Paper-based test (550); Internet based -iBT (86)</li> <li>• Canadian Test of English for Scholars and Teachers (CanTEST) (band 4.5 in listening and reading and band 4.0 in writing and oral interview)</li> <li>• International English Language Testing System (IELTS) (6.5)</li> <li>• Academic English Program for University and College Entrance (AEPUC) (65%)</li> <li>• Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset)</li> <li>• PTE Academic (61% overall)</li> </ul> <p><b>Note:</b> In addition, foreign language students may be asked by the unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated below and students should check departmental supplemental regulations for details.</p>	
<p><b>1.1.8 English Language Proficiency Test Exemption List</b></p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website, at <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm">http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm</a></p>	
<p><b>1.1.9 Letters of Recommendation</b></p> <p>Letters of Recommendation are to be completed via UMGradConnect, the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review our 'Additional Document Requirements' webpage, <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/additional_requirements.html">http://umanitoba.ca/faculties/graduate_studies/admissions/additional_requirements.html</a></p>	<p>Two letters of recommendation are required</p>
<p><b>1.1.10 Admission Tests</b></p>	<p><u>With the exception of applicants to the Brain and</u></p>

<p>Some units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular unit, and if required, the scores must be submitted at the time of application.</p>	<p><b>Cognitive Sciences Area, All</b> applicants must submit scores on three components of the General Test (quantitative and verbal, and writing) of the Graduate Record Examination (GRE). <u>Applicants to the Brain and Cognitive Sciences area do not need to submit GRE scores. However, if GRE scores are submitted by an applicant to the Brain and Cognitive Sciences area, these scores will be taken into consideration in the admissions evaluation.</u></p>
<p><b>1.1.11 Entrance Requirements</b></p> <p>The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two previous years of full time university study (60 credit hours).</p> <p><b>Note:</b> This is the minimum requirement of the Faculty of Graduate Studies and units may have higher standards and additional criteria.</p>	
<p><b>1.1.12 Eligibility of University of Manitoba Staff Members</b></p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the unit in which the appointment is held.</p>	
<p><b>1.2 Registration Procedures</b></p> <p><b>1.2.1 Registration</b></p> <p>Undergraduate students are not allowed to register in graduate courses; that is, admission to the Faculty of Graduate Studies is a condition for registration in courses at the 6000 level and above.</p> <p>All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering by registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the unit, a student may defer registration for up to one term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the unit, for up to one year following acceptance.</p> <p><b>All programs must be approved by the Head of the major unit or designate.</b> Approval to take courses from units outside the major unit must be obtained from the outside unit.</p> <p>The approval or denial of admission and registration to two programs rests with the Dean of the Faculty of Graduate Studies in consultation with the unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration.</p> <p>Where a student does register in two programs, the student must declare themselves as part-time in at least one of the programs. Students should note that completing a graduate program as a part-time student will affect their eligibility for The University of Manitoba Graduate Fellowship (UMGF) and may limit other funding possibilities.</p>	<p>All newly admitted graduate students are required to have their program of study approved by their <a href="#">a</a>Advisor and the Associate Head (Graduate), or designate, prior to web registering. <del>For School Psychology students in the 2-year stream here, and throughout the document, the program co-ordinator will act in the role of advisor. The</del> <u>program coordinator will act as the Advisor for all School Psychology students in the 2-year stream.</u></p>
<p><b>1.2.2 Re-Registration</b></p> <p>Any student whose program of study extends for more than one year must re-register in the fall, winter and summer terms of each succeeding year of his/her program until a degree is obtained (or in the case of pre-Master's students, their program is completed). <b>Failure to re-register will result in the discontinuation of his/her graduate status.</b> A student who has been</p>	<p>All students must have their re-registration approved by their <a href="#">a</a>Advisor and the Associate Head (Graduate), or designate.</p>

<p>the given program in a unit, the unit may recommend that the student be admitted to a pre-Master's program of study. The pre-Master's program is intended to bring the student's standing to approximately the level of an Honours graduate in the major unit, and to provide any necessary prerequisites for courses.</p>	
<p><b>1.4.3 Occasional Students</b></p> <p>A student wishing to take graduate courses with no intention of applying them toward an advanced degree at The University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the occasional category.</p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. Transfer of courses from the "occasional" category to a degree program is not automatic: request for advance credit must be made within the first year of a degree program.</li> <li>2. Fees paid by a student while registered as an occasional student are not transferable, at a later date, to a degree program.</li> <li>3. Registration in the occasional student category can be for no more than one academic year without reapplication.</li> <li>4. At least 60% of coursework per academic year must be taken at the graduate level while registered as an occasional student.</li> </ol>	
<p><b>1.4.4 Joint Masters (With the University of Winnipeg)</b></p> <p>The University of Manitoba and the University of Winnipeg offer four joint Master's programs: History, Religion, Public Administration, and Peace and Conflict Studies. The University of Manitoba Faculty of Graduate Studies is responsible for the administration of the joint programs, and students must complete the regular University of Manitoba application and registration forms. Students taking pre-Master's qualifying work for these programs register at the university where the courses are being taken.</p>	
<p><b>1.4.5 Visiting Students</b></p> <p>Visiting students are students who are registered at another institution who are taking one or more courses at The University of Manitoba on a Letter of Permission from their home university. Visiting students must submit an online application along with a \$100.00 (CDN) application fee, in addition to copies of transcripts from all institutions attended and a successfully completed English Language Proficiency Test from the approved list, if applicable. Applications must be submitted to the Faculty of Graduate Studies a minimum of one (1) month prior to the start of the intended term of study.</p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. Fees paid by a student while registered as a visiting student are not transferable, at a later date, to a degree program.</li> <li>2. Registration in the visiting student category can be for no more than one academic year without reapplication.</li> <li>3. At least 60% of coursework per academic year must be taken at the graduate level while registered as a visiting student.</li> </ol>	
<p><b>SECTION 2: Academic Performance - General</b></p> <p><b>2.1 General Note</b></p>	<p><i>For information specific to the Master's use section (box) 4.7.3, and for information specific to the Ph.D. use section (box) 5.6; for information common to both programs, use this box; if this box is used, put</i></p>

	<p>the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the University.</p> <p>6.07 The time for delivering the notice of intention to appeal to the Faculty of Graduate Studies may be extended by the Dean.</p> <p><b>7.00 DISPOSITION OF THE MATTER</b></p> <p>7.01 The body hearing the matter shall, after hearing all the evidence, meet in closed session with its members only, to consider its findings and the disposition to be made of the matter.</p> <p>7.02 The body hearing the matter may individually or in combination:</p> <ul style="list-style-type: none"> <li>a) determine that no action should be taken in respect of the matter;</li> <li>b) reprimand the student;</li> <li>c) require the student to withdraw from the Clinical Psychology Training Program for a specified period of time;</li> <li>d) require the student to withdraw from the Program, indefinitely;</li> <li>e) require the student to withdraw from the Program with no right to apply for re-admission to the Program;</li> <li>f) attach conditions which must be fulfilled before any application for re-admission to the Program can be considered;</li> <li>g) attach conditions prescribing future conduct by the student.</li> </ul>
<p><b>2.2 Academic Performance</b></p> <p>Student progress shall be reported <b>at least</b> annually to the Faculty of Graduate Studies on the "Progress Report" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>).</p> <p>Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two consecutive "in need of improvements" normally requires the student to withdraw.</p>	<p><i>Note: Progress Reports may be submitted more than annually</i></p>
<p><b>2.3 Performance in Coursework</b></p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a</p>	<p><i>For information specific to the Master's use section (box) 4.7.4, and for information specific to the Ph.D. use section (box) 5.6.1; for information common to both programs, use this box; if this box is used, put references to this section in 4.7.4 and 5.6.1.</i></p>





	individual <a href="#">a</a> Advisors.
<p><b>3.2 Academic Performance</b></p> <p><b>3.2.1.</b> The unit Head is responsible for assigning the courses and monitoring the progress of each student.</p> <p><b>3.2.2.</b> A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.</p> <p><b>3.2.3.</b> Students deficient in 6 hours of credit or less may be permitted to write a supplemental examination (when offered in the unit's supplemental regulations) in courses in which a grade of C or less was obtained.</p> <p><b>3.2.4.</b> Students deficient in 6 hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one supplemental examination in each course (when offered in the unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses.</p> <p><b>Note:</b> In exceptional circumstances, when a student is deficient in more than 6 credit hours, the student may be permitted to repeat the pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies.</p> <p>A student may be permitted to repeat the pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only once for each course to a maximum of 9 credit hours of coursework.</p> <p>If a course is repeated or a supplemental examination is written, the most recent grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one year is required to complete the course requirements.</p> <p>All action taken administratively is to be reported in summary form to the Faculty of Graduate Studies Executive Committee.</p>	
<p><b>SECTION 4: General Regulations: Master's</b></p> <p><b>4.1 General</b></p> <p>Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (<a href="http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html">http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html</a>), and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, progression and completion. Individual units may offer Master's programs by one or more of the following programs:</p> <ul style="list-style-type: none"> <li>• Thesis/practicum-based;</li> <li>• Course-based/comprehensive;</li> <li>• Project;</li> <li>• Accredited professional.</li> </ul> <p><b>4.2 Diploma Programs</b></p> <p>The regulations for the Master's program shall also prevail for diploma programs. All students</p>	<p><u>Students apply to one of the follow admissions areas:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Applied Behaviour Analysis (ABA)</a></li> <li>• <a href="#">Clinical Psychology</a></li> <li>• <a href="#">School Psychology</a></li> <li>• <a href="#">Brain and Cognitive Sciences</a></li> <li>• <a href="#">Developmental Psychology</a></li> <li>• <a href="#">Quantitative Psychology</a></li> <li>• <a href="#">Social/Personality Psychology</a></li> </ul> <p><u>The school psychology program has two streams, a 2-year comprehensive (non-thesis) stream, and a 3-year thesis stream.</u></p>

<p>should consult the unit supplemental regulations regarding diploma programs.</p> <p><b>4.3 Admission</b></p> <p><b>4.3.1 General Criteria</b></p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> <li>• Graduates of four-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> <li>○ Canadian institutions empowered by law to grant degrees; or</li> <li>○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies.</li> </ul> </li> <li>• Graduates from first-cycle Bologna compliant degrees.</li> <li>• Students who have completed the pre-Master's program from: <ul style="list-style-type: none"> <li>○ The University of Manitoba; or</li> <li>○ Canadian institutions empowered by law to grant degrees; or</li> <li>○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.</li> </ul> </li> </ul> <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p>	<p><i>Relevant information could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Minimum admission criteria (beyond FGS requirements)</i></li> <li>• <i>Admission/selection committee composition (if applicable)</i></li> <li>• <i>Admission/selection procedures</i></li> <li>• <i>Indicate which specific major areas are acceptable</i></li> </ul> <p><b>General</b></p> <p>Applications for graduate study are accepted from students holding at least a general B.A. or B.Sc. degree from the University of Manitoba or its equivalent from another university. Students holding a general B.A. or B.Sc. are normally accepted into the pre-M.A. program. Students holding a B.A. or B.Sc. (Honours) from the University of Manitoba or a four-year honours B.A. or honours B.Sc. from another Canadian university are normally accepted into the M.A. program.</p> <p>Applicants for the Ph.D. program should hold an M.A. degree from the University of Manitoba or its equivalent from another university.</p> <p>Applicants for all graduate programs must have a minimum 3.0 grade point average (on a 4.5 grade point system) for the most recent 60 credit hours of study at the university level. Information pertaining to applying for admission to the graduate program will be made available to prospective students on the Psychology Department web page.</p> <p><b>Admissions Process and Criteria</b></p> <p><b>A. Overview of Admissions Process for External Applicants</b></p> <p>External applicants include all students applying to the Pre-M.A., M.A. or Ph.D. programs who are not currently registered in the Department in the area of graduate study to which they are applying. The application deadline is December 15th.</p> <p>Applicants are assigned admissions points in a two-stage process:</p> <p>In the first stage, admission points are assigned on the basis of the applicant's grade point average (GPA) and <u>either</u> relevant scores on the Graduate</p>
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		<p>Record Examination® (GRE) <u>(for applicants to all areas except the Brain and Cognitive Sciences admissions area) or a Prepared Assessment (for applicants to the Brain and Cognitive Sciences admissions area)</u>. A Department-wide minimum of 20 admission points from the first stage is needed by the applicant in order to qualify for the second stage of the process.</p> <p>At the second stage, each applicant will be assigned additional admission points based on faculty needs and interests.</p> <p>Applicants who receive more than 80 total points may be recommended to FGS for admission immediately. For all applicants to a given admissions area, the area will specify acceptance, rejection, and wait-listing for each applicant. Wait-listed applicants will be redefined as rejected applicants, if not accepted by May 15. No rejected applicant may have more admissions points than any accepted or wait-listed applicant.</p> <p>In order for an area to admit a graduate student, an <u>a</u>Advisor or co-<u>a</u>Advisor must be identified at the time of <u>A</u>admission who will supervise the student, assuming his or her normal progress, from admission through the completion of the relevant degree program.</p> <p>B. Stage 1</p> <p>1. GPA.</p> <p>GPA will be calculated on the 4.5 scale used at the University of Manitoba. Alternative grading systems will be converted to this scale before admissions points are assigned. The calculation will be based on the most recent 60 credit hours (or its equivalent) completed by the student. When only part of a term's work is required to obtain the total of 60 credit hours for the calculation, the GPA for that specific term will be calculated and weighted by the number of credit hours needed to total 60. Admissions points will then be derived from the GPA by the following formula:</p> $\text{GPA points} = \frac{(\text{GPA} - 3.00)}{1.50} \times 35$ <p>2. GRE. <u>(for applicants to all areas except the Brain and Cognitive Sciences admissions area)</u></p> <p>The writing, verbal and quantitative test scores of</p>
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the Graduate Record Examination® will be weighted using the following formula:

GRE points = sum of

$$\left( \frac{GRE_{\text{verbal}} - 300}{500} \times 12 \text{ or } \frac{GRE_{\text{verbal}} - 138}{32} \times 12 \right) + \left( \frac{GRE_{\text{quantitative}} - 300}{500} \times 12 \text{ or } \frac{GRE_{\text{quantitative}} - 138}{32} \times 12 \right) + \frac{GRE_{\text{writing}} - 3.0}{3} \times 11$$

\*\*Tests prior to August 1, 2011, use old scoring.  
Tests on or after August 1, 2011, use new scoring.

### 3. Preparedness Assessment.

Two members of the Brain & Cognitive Sciences Area, who are not listed as an applicant's prospective advisor, will be assigned by the Area Coordinator to assess the applicant's preparedness for graduate studies, based on the material they have submitted in support of their application. These materials will include the applicant's Letter of Interest, Transcripts, Reference Letters, and if they choose to submit them, their GRE scores. The two assessors will rate the applicant's materials out of a maximum score of 35 and the average of those two scores will determine the points awarded to applicants for this component.

43. The Department-wide minimum threshold for advancement to the second stage of the admissions process is 20.

#### C. Stage 2

##### 1. Faculty Needs and Interests

Each admissions area will assign points (maximum = 30) on the basis of factors deemed relevant to graduate training in the specific admissions area. These may include, but need not

be limited to, the following: referee's recommendations, applicant scholarships, publications, awards, quality of undergraduate institution, specific skills and interests of the applicant, and faculty needs and interests. Each admissions area will determine and specify the procedure for assigning such points.

## 2. Admission Point Total

After Stage 2 points have been assigned, the sum of all points from both stages will be calculated for each applicant (maximum = 100 points). Applicants who receive more than 80 total points may be recommended to FGS to be offered admission immediately. However, within an admissions area no rejected applicant may have more admissions points than any accepted or wait-listed applicant.

## D. Special Admissions Consideration Category

The development of a Special Admissions Consideration Category for the Graduate Program in Psychology is, in part, an attempt to meet the challenge of recruitment, retention, and graduation of indigenous students in psychology at the graduate level.

Applicants who have met the minimal eligibility criteria for admissions may be recommended to the Graduate Admissions and Financial Support Committee (GAFS) by a particular admissions area of the Department as suitable for admission in the Special Admissions Consideration Category. Students admitted in this Category will not count against the entitlements of the faculty member, and any one faculty member may have only one of these students at any one time.

In order to be eligible for special consideration, applicants must be from the indigenous populations in Canada. Students from the indigenous populations who wish to be considered in the Special Admissions Consideration Category must so indicate in a cover letter accompanying their application form.

## E. Exceptions

In some cases, e.g. GRE scores are unavailable or judged to be inappropriate, an admission area may wish to make an exception to the standard admissions process. Such exceptions are to be

reviewed and approved by the full GAFS Committee before an alternative selection procedure is applied.

#### F. Off-Cycle Admissions

External applicants will normally be considered only during the December admissions season for subsequent September registration. However, a student may be admitted outside the regular admissions cycle if the following conditions are met:

1. A complete application is submitted and reviewed before November 1 (Canadian) or August 1 (International);
2. The potential applicant has more total admission points than those received by the highest rejected applicant to that admissions area in the previous admission cycle;
3. The admissions area approves the admission of the student; and
4. GAFS approves the exception to standard practice.

#### G. Admissions Process and Criteria for Internal Applicants

Students eligible to be considered as internal applicants include all University of Manitoba students who have completed, or are near completion of, the MA degree requirements in psychology in a given area, and who are applying for admission to the PhD program in the same area. Internal applicants must submit the Graduate Studies Application for Admission to the Faculty of Graduate Studies by May 1<sup>st</sup> for September registration or October 1<sup>st</sup> for January registration.

The admissions committee within each area will review internal applications for admission to the PhD program. Factors to be considered in the admissions decision include the student's performance in the MA program and the availability of an Advisor.

#### H. Admissions Process and Criteria for Occasional Students

Students who meet the General and Stage 1

	<p>Threshold Criteria may be admitted to the Department of Psychology as Occasional Students. In some cases, it may not be feasible (as determined by the Head or designate) for a student applying for Occasional Student status to write the Graduate Record Exam (or some portions of it that are required by the Department). In such cases, students may be admitted as Occasional Students if they have a minimum of a 3.25 GPA in their most recent 60 credit hours of university courses.</p>
<p><b>4.3.2 Pre-Master's Programs</b></p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a unit, the unit may recommend that the student be admitted to a pre-Master's program of study (Section 3).</p> <p>The pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree in the major unit, and to provide the student with any necessary prerequisites for courses to be taken in the Master's program.</p>	
<p><b>4.4 Program Requirements</b></p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the unit and may follow the unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p> <p>All students must complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within one year of initial registration.</p>	<p>All Psychology Graduate Programs are thesis based with the exception of School Psychology Two Year stream which is comprehensive examination based.</p>
<p><b>4.4.1 Thesis/Practicum Route</b></p> <p>A minimum of 12 credit hours of coursework, unless otherwise stated in the unit's supplemental regulations, plus a thesis or practicum. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level, e.g., 7000), and credit hours</i></p> <p><b>MA Program Requirements:</b></p> <p><del>All students are required to complete:</del></p> <p><b><u>Students in Applied Behaviour Analysis (ABA), Brain and Cognitive Sciences, Developmental Psychology and Social/Personality Psychology are required to complete:</u></b></p> <ul style="list-style-type: none"> <li>• Major - Two half-courses at the 7000 level or above in psychology. (6 credit hours)</li> <li>• Ancillary - One half course (3 credit hours). If the ancillary is taken in psychology, the course must be at the 7000 level or above and must be in an</li> </ul>



	<p>area clearly apart from the major. The Head or designate may request a written rationale from the <a href="#">Advisor</a> justifying the distinctiveness from the major of a student's proposed ancillary. If the ancillary is taken outside of psychology, the course will normally be at the 3000 level or above. No course taken during the student's undergraduate or Pre-MA program may be applied toward this requirement.</p> <ul style="list-style-type: none"> <li>Two half-courses in Psychological Statistics: Psyc 7200 Quantitative Methods in Psychology 1 [formerly Psyc 7760] (3 credit hours), and Psyc 7210 Quantitative Methods in Psychology 2 [formerly Psyc 8420] (3 credit hours). These may not count for any of the courses in (a) or (b), above.</li> <li>MA Thesis Proposal Development course: Psyc 7780. This course must be completed within the first 4 terms of full time study in the program.</li> </ul> <p><u>Quantitative students are required to complete:</u></p> <ul style="list-style-type: none"> <li><u>At least 2 half courses (3 credit hours each) in research methods/design and/or quantitative methods and at least one ancillary half course (3 credit hours) that does <b>not</b> have a focus in quantitative research methods or design.</u></li> <li><u>Two half courses (3 credit hours each) within the psychology department at the 7000 level or higher <b>which</b> will provide the student with additional breadth in psychology and depth in their research area of interest. These courses may or may not have a specifically quantitative or methodology focus.</u></li> <li><u>MA Thesis Proposal Development course: Psyc 7780. This course must be completed within the first 4 terms of full time study in the program.</u></li> </ul> <p><u><b>Students in the 2-year comprehensive stream school psychology program are required to complete the following courses (typically in the sequence outlined below):</b></u></p> <p><u>YEAR ONE FALL TERM</u>  <u>Ethics, History, &amp; Profession of School Psychology (3) - PSYC 7012</u></p>
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		<p><u>Psycho-educational Assessment and Measurement 1 (3) - PSYC 7022</u>  <u>Learning &amp; Cognitive Impairment (3) - PSYC 7030</u>  <u>Working with Family, Schools, and Community Systems (3) - EDUA 7712</u>  <u>Child/Youth Psychopathology (3) - PSYC 7080</u></p> <p><u>YEAR ONE WINTER TERM</u>  <u>Legal and Administrative Aspects of Schools for Clinicians (3) – EDUA 5012</u>  <u>Psycho-educational Assessment and Measurement 2 (3) - PSYC 7024</u>  <u>Teaching Strategies, Learning Styles, and Academic Remediation (3) - PSYC 7040</u>  <u>Junior Practicum in School Psychology (3) - PSYC 7050</u>  <u>Social, Emotional, and Personality Assessment of children/youth (3) - PSYC 7070</u></p> <p><u>YEAR ONE SUMMER TERM</u>  <u>Comprehensive Exam - PART A</u></p> <p><u>YEAR TWO FALL TERM</u>  <u>Senior Practicum in School Psychology (6) - PSYC 7060</u>  <u>Behavioural Assessment and Intervention in School Settings (3) - PSYC 7090</u></p> <p><u>Interventions 1 (3) - PSYC 7820</u></p> <p><u>Consultation &amp; Supervision (3) - PSYC 7120</u>  <u>Elective 1 (3)</u>  <u>Elective 2 (3)</u></p> <p><u>YEAR TWO WINTER TERM</u>  <u>Senior Practicum in School Psychology (6) - PSYC 7060 (continued)</u>  <u>Interventions 2 (3) - PSYC 7830</u>  <u>School Psychology Research Design and Program Evaluation (3)- PSYC 7130</u>  <u>Development in Learning Environments (3)- EDUA 7710</u></p> <p><u>YEAR TWO SUMMER TERM</u>  <u>Comprehensive Exam II - PART B – GRAD 7010</u></p> <p><b><u>Thesis stream school psychology students are required to complete an individualized order of ALL of the above regular session courses listed for the comprehensive stream students EXCEPT the electives and comprehensive</u></b></p>
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		<p><b><u>examinations, as well as:</u></b></p> <p><b><u>YEAR ONE FALL TERM</u></b>  <u>Quantitative Methods in Psychology I (3) - PSYC 7200</u></p> <p><b><u>YEAR ONE WINTER TERM</u></b>  <u>Quantitative Methods in Psychology 2 (3) - PSYC 7210</u>  <u>Thesis stream school psychology students must also take the MA thesis proposal development course (PSYC 7780).</u></p> <p><b><u>Clinical psychology students are required to take the following courses:</u></b></p> <p><u>Quantitative Methods in Psychology I PSYC 7200 (3)</u>  <u>Personality and Psychological Assessment PSYC 7560 (3)</u>  <u>Intellectual and Cognitive Assessment PSYC 7550 (3)</u>  <u>Ethics and Professional Issues in Clinical Psychology PSYC 7520 (3)</u>  <u>Foundations of Evidence-Based Treatment PSYC 7320 (3)</u>  <u>Clinical Research Design PSYC 7140 (3)</u>  <u>Case Conceptualization and Communication PSYC 7260 (0)</u>  <u>M.A. Thesis Proposal Development PSYC 7780 (0)</u>  <u>Psychopathology and Diagnosis PSYC 7290 (3) (formerly PSYC 7870)</u></p> <p><u>Development &amp; Its Deviations 1 PSYC 8200 (3)</u>  <u>MA Ancillary: Clinical Neuropsychology PSYC 8230 (3) (strongly recommended) OR Human Brain Functions PSYC 8050 (3) Or a Biological Bases of Behaviour alternative approved by the DCT and the Associate Head (Graduate)</u></p> <p><u>Quantitative Methods in Psychology II PSYC 7210 (3)</u>  <u>PSC Practicum I PSYC 7910 (0)</u>  <u>PSC Practicum II PSYC 7920 (0)</u>  <u>Case Conceptualization and Communication 2 PSYC 7270 (0)</u></p> <p><u>In addition, the following provisos regarding clinical students' coursework apply:</u></p> <ul style="list-style-type: none"> <li><u>Students may take an optional elective course at any point in their graduate</u></li> </ul>
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		<p><u>program under the advisement of their advisor and/or advisory committee.</u></p> <ul style="list-style-type: none"> <li>• <u>The Social Bases of Behaviour and/or Cognitive-Affective Bases electives can be waived by the Director of Clinical Training if students have taken 6 credit of suitable undergraduate course work meeting this basic requirement.</u></li> </ul> <p><u>For all program areas, Any</u> of the above course requirements may be waived, without completing additional course work, if the Head or designate determines that an equivalent course has been successfully completed in another graduate program. <i>Note however that all students must complete at least the minimum number of credit hours required for an MA program as specified by FGS.</i></p> <p><del>If a student receives undergraduate credit in a combined course, then the student will not be permitted to receive graduate credit in the graduate version of the course without demonstrating to the head of the Department that the graduate course differs substantially in content and evaluative criteria.</del></p> <p><b><del>Specific Admissions Area, Program, or Advisor Requirements:</del></b></p> <p>The above M.A. course requirements are minimal and additional requirements may be established by specific programs or individual <del>advisors</del>. Any duly constituted admissions area may propose supplementary regulations, beyond the Department's minimum requirements, for students admitted to its area.</p> <p><del>Different admission areas within the Department may have different program requirements.</del></p> <p><del>Students in the Clinical Psychology Training Program, must take the required curriculum of that program in addition to the required Departmental courses listed above. Students in the School Psychology Program must take the required curriculum of either the two year comprehensive exam stream or three year Thesis stream. Specific requirements for the Clinical Psychology program and both streams of the School Psychology program are available in the graduate program brochure: <a href="http://umanitoba.ca/faculties/arts/depart">http://umanitoba.ca/faculties/arts/depart</a></del></p>
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	<a href="#">ments/psychology/media/GradBrochure.pdf</a> .  For additional information please consult the Department of Psychology website.
<b>4.4.2 Course-based/Comprehensive Examination Route</b>  A minimum of 24 credit hours of coursework and comprehensive examination(s). The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless supplemental regulations indicate otherwise.	<i>Note: Minimum of 18 credit hours must now be taken at the 7000 level or above.</i>  <i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level, e.g., 7000), and credit hours</i>
<b>4.4.3 Accredited Professional Route</b>  The credit hours and course requirements shall reflect the requirements of the unit's external accrediting body.	
<b>4.4.4 Language Reading Requirements</b>  Some units specify a language requirement for the Master's degree. Students should check unit supplemental regulations regarding this requirement.	<i>Indicate if (or if not) required</i>  None required.
<b>4.4.5 Advanced Credit</b>  Advance credit for courses completed prior to admission to a Master's program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completing the "Recommendation for Advance Credit (Transfer of Courses)" form ( <a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a> ).  <ul style="list-style-type: none"> <li>• Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section).</li> <li>• No more than half of the required coursework for the program can be given advance credit.</li> <li>• A course may not be used for credit toward more than one program.</li> <li>• The student must register at The University of Manitoba for at least two terms within a single academic year as a full-time student and must also complete the thesis at The University of Manitoba.</li> </ul> Regardless of the extent of advanced credit received, all students are required to pay applicable program fees.	Students who have previously attended another university or faculty may also request a course waiver if they have completed a course equivalency which <u>that</u> has not been used towards a previous degree.
<b>4.4.6 Transfer Credit</b>  Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses: <ul style="list-style-type: none"> <li>• must be approved for transfer to the program of study by the unit and the Faculty of Graduate Studies before the student may register for them;</li> <li>• are considered on an individual basis;</li> <li>• cannot be used for credit towards another degree;</li> <li>• may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required.</li> </ul> Permission is granted in the form of a Letter of Permission which may be obtained by making an	

<p>application to the Registrar's Office; an original transcript and course equivalency must be provided.</p>	
<p><b>4.4.7 Time in Program</b></p> <p>The minimum time for students in the Master's program is equivalent to two terms. Most units require more than this and students should check unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four years for students declared as full-time and six years for students declared as part-time ( see section 1.4.1). Individual units and/or programs may have specified minimum and maximum time limits, and students should periodically check unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies <b>at least three, but no more than four, months</b> prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	<p><i>Note: Maximum time to completion is now 4 years for full-time students. See section 1.4.1 for criteria relating to full-time and part-time status.</i></p>
<p><b>4.5 Student's Advisor/Co-Advisor</b></p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one term following registration. The advisor must:</p> <ul style="list-style-type: none"> <li>• hold at least a Master's degree or equivalent</li> <li>• be a member of the Faculty of Graduate Studies,</li> <li>• have expertise in a discipline related to the student's program, and</li> <li>• hold an appointment in the student's unit.</li> <li>• have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy).</li> </ul> <p>It is the responsibility of the unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the unit Head, within one term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p> <p>In special circumstances, an advisor and co-advisor, upon approval of the unit Head may advise a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both co-advisors' signatures are required on all documents where the advisor's signature is required.</p> <p>The advisor/co-advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work.</p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same unit.</p> <p>The advisor and co-advisor (if applicable) and student must discuss, and complete, the Faculty</p>	<p><i>Must a student have an Advisor identified at time of admission?</i></p> <p>At the time of admission each student must be assigned an Advisor, normally from among the faculty members of the admissions area by the specialty area admissions committee accepting the student in consultation with the Head (or designate) and Graduate Admissions and Financial Support Committee.</p> <p>The <a href="#">a</a>Advisor assists the student in meeting Departmental regulations, in planning of program, and in M.A. research, as well as in other training situations. Occasionally a change in <a href="#">a</a>Advisor may seem appropriate from the points of view of either or both parties (student and <a href="#">a</a>Advisor). Both parties must have full knowledge of a proposed change and consent of each should be sought. All changes of <a href="#">a</a>Advisor must have the approval of the Head or designate (hereafter referred to as Head, although typically it is the responsibility of the Associate Head, (Graduate).</p> <p>Admissions and Advisorship Regulations</p> <p>Faculty members wishing to change admissions areas, or to develop new affiliations with other admissions areas, may do so only with the approval of the Head after the Head has consulted with the groups concerned. New faculty members will be assigned to one or more admissions areas by the Head.</p> <p>Students shall be admitted to a specific</p>

of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor/co-advisor and the student are required to sign the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, Head of the unit or the Dean of the Faculty of Graduate Studies.

Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the unit Graduate Chair, the Head of the unit or to the Dean of the Faculty of Graduate Studies.

All students should consult unit supplemental regulations for specific details regarding advisor/co-advisor requirements.

admissions area. Students will have an Advisor within their own admissions area. To ~~shift~~ [change](#) areas, students will have to apply to, and be formally admitted by, the area they wish to join; applications to ~~shift~~ [change](#) areas will normally be considered in February of each year (if submitted by February 1), but specific admissions areas may consider such applications at other times if they so wish.

Faculty members normally may serve as Advisor to no more than a total of eight graduate students. Only tenured and tenure stream faculty may admit graduate students. Each faculty member must meet the requirements of the Psychology department's admissions regulations.

When a faculty member fully retires or resigns from the University of Manitoba, he or she normally will not remain in place as the primary [a](#)Advisor or co-[a](#)Advisor to a graduate student. Exceptions may be granted by the Associate Head (Graduate) in cases where the student and the advisory committee unanimously consent to this arrangement. Considerations will be given to the student's progress at the time when this decision is made.

If no exception is possible, a new committee must be struck that will better support the student. The new committee may include members of the previous committee but is not required to do so. Of special note, the former [a](#)Advisor may serve as a committee member, subject to further specifications below; and former committee members may serve as new committee members, or in the primary/co-[a](#)Advisor role.

When a faculty member fully retires or resigns from the University of Manitoba, if he or she wishes to remain in place as a thesis committee member, and this is mutually acceptable to the student, then the student and the faculty member must prepare ~~a written agreement as to how they will continue to work together after the faculty member leaves.~~ [an agreement via a new Advisor-Student Guidelines form.](#) The agreement is subject to unanimous consent of the student, faculty member, and [a](#)Advisory committee. Contents of the agreement normally will include measureable targets for the frequency or response time of exchanges between the student and faculty member, as well as specific pieces of work or documents to be exchanged at certain

<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>	<p>times in the coming year.</p> <p>A copy of the agreement will reside in the office of the Associate Head (Graduate) and be subject to evaluation by the <a href="#">a</a>Advisory committee and approval by the Associate Head (Graduate) on a yearly basis, in concert with the student's Annual Progress Report, as to both the exchange frequency/response time and specific items listed in the agreement.</p> <p>If the <a href="#">a</a>Advisory committee so recommends and the Associate Head (Graduate) agrees, then the thesis committee will remain in force for another year, according to an updated agreement.</p> <p>If either party does not meet the original agreement, a new committee must be struck that will better support the student. The revised committee will be subject to approval by the Associate Head (Graduate).</p> <p>In order to admit (as sole <a href="#">a</a>Advisor) any new students to the graduate program, a faculty member can have no more than 1 current graduate student in or beyond year 3 of the MA program, year 5 of the PhD program in clinical psychology, or year 4 of the PhD program in all other program areas. The calculation of years-in-program for this purpose will not include time spent on a leave of absence (as approved by the Faculty of Graduate Studies), or, if the student has switched <a href="#">a</a>Advisors, time spent with <a href="#">a</a>Advisors other than the current one. The calculation of number-of-students for this purpose will include all of the students beyond any of the above limits, with the same primary <a href="#">a</a>Advisor.</p> <p>Faculty members who find themselves with more than 1 student over these limits may still admit new students as co-<a href="#">a</a>Advisor with any faculty member who is not subject to the same admission restriction. With respect to admissions to the School Psychology Master's program, these limits do not apply to the course-based, comprehensive program stream, but they do apply to the thesis stream. Exceptional circumstances may occur, for instance, when a student has met all requirements of his or her program, but the graduation date falls after that of making offers of admission for the following year. The Associate Head (Graduate) in consultation with the GAFS committee can remove the admission restriction in such</p>
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	<p>circumstances.</p> <p>Psychological Service Centre (PSC) part-time social workers, although full members of Department Council, will not generate admission entitlements and may not admit graduate students. However, appointments in the Psychology Department and the Psychological Service Centre shall be considered as equivalent with regard to admission of graduate students.</p> <p>Individual faculty members may serve as Advisor for no more than four students who receive annual funding of less than the amount provided by a full MA-level University of Manitoba Graduate Fellowship ("unfunded" students). This limit applies to the total number of Psychology graduate students for whom a faculty member is Advisor, and is not specific to individual admissions areas (for those faculty who hold affiliation with more than one area) or to student level (i.e., pre-MA, MA, or PhD). Acceptable sources of funding are scholarships, fellowships, bursaries, and employment income derived from work related to the student's academic program.</p> <p>Faculty members seeking to admit one or more students such that their total number of advisees will exceed four must provide the Graduate Admissions and Financial Support Committee (GAFS) with detailed documentation of the source(s) and amount(s) of funding for all current and recommended advisees. Such documentation must be submitted during the admission period prior to the academic year for which the faculty member plans to advise more than four graduate students. Financial support offered by an <a href="#">a</a>Advisor to a student must be guaranteed for at least a 12 month period.</p> <p>Any student admitted by an adjunct member of the department will count against the advisee total of a consenting individual faculty member. This means that a faculty member must explicitly give permission to an adjunct member, prior to the adjunct member admitting a student. Further, the student admitted by the adjunct will count toward the total number of advisees of the authorizing faculty member.</p> <p>If, at any time, the number of unfunded students advised by a faculty member stands at more than four (presumably because of a loss of funding to either the student, the faculty member, or both),</p>
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<p> </p>	<p>then the faculty member will not be eligible to admit any new students until such time as his/her total number of unfunded advisees declines to four or fewer.</p> <p>If the total number of students in a given admissions area is expected to exceed four (4) times the number of faculty members who will be supervising students in that area, then the area coordinator must provide an explicit statement to GAFS and the Department Head (or representative) indicating that all required courses can accommodate all expected students. This letter of support must be submitted during the admission period prior to the academic year for which this situation is expected to arise. If the area coordinator is unable to provide such a statement of support, then no new students will be admitted to that area.</p> <p>The Department Head (or representative) may limit enrollments in any admissions area should he/she determine, following consultation with GAFS and the coordinator of the area in question, that all required courses cannot accommodate all expected students.</p> <p>Graduate students who lose funding shall not be expelled from their program of study for this reason alone.</p> <p>Students will not be required to switch <a href="#">a</a>Advisors simply to facilitate admission by the original Advisor of a new student.</p> <p>Students seeking to change Advisors may do so at any time but must make the arrangements on their own behalf.</p> <p>Two faculty members who agree to serve as Co-Advisors for a student will each have that student count as 0.5 toward their advisee total.</p> <p>The above regulations pertaining to the admission of students to the Psychology graduate program do not apply to the School Psychology 2 Year Stream admissions area.</p>
<p><b>4.6 Advisory Committee</b></p> <p><b>4.6.1 Thesis/Practicum Route</b></p> <p> </p> <p>Advisory committees are normally selected by the advisor/co-advisor in consultation with the</p>	<p>Advisory Committee consists of:</p> <p>a) an <a href="#">a</a>Advisor (and co-<a href="#">a</a>Advisor if such is the advisory arrangement) who will direct the thesis</p>

	<p>not the <a href="#">aAdvisor</a>, or a Departmental faculty member who is chosen by the Thesis Chairperson in consultation with the student; and</p> <p>3. a faculty member from within the University of <a href="#">Manitoba</a> but who holds no appointment in the Psychology Department, who is chosen by the Department Head upon the recommendation of the Advisor.</p> <p>Other members of the Department may be called upon for consultation at this phase of the thesis project. In fact, it would be wise to involve staff members at this stage who will become members of the Thesis Examining committee so that their comments about design and procedure can be given at a time when corrective actions can most readily occur. The student's <a href="#">aAdvisor</a> will recommend this Thesis Examining Committee to the Faculty of Graduate Studies on the "Thesis Title and Examiners" form which must be signed by the Head.</p> <p>C. The Written Proposal and Proposal Oral Examination</p> <p>The Thesis/Practicum Title and Appointment of Examiners form is to be submitted to FGS by the student at least 2 weeks prior to the scheduled proposal meeting. Under the supervision of the Chairperson of the Thesis Examining Committee, the student prepares a written proposal which is submitted to the members of the Committee.</p>
<p><b>4.8.1.3 Oral Examination</b></p> <p>For units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the unit's responsibility to warn the student of any risk involved should he/she decide to proceed against the unit's recommendation.</p> <p>All members of the examining committee should be present at the examination. If an examining committee member cannot attend the defence, prior approval must be obtained from the Faculty of Graduate studies for the defence to proceed. Under no circumstances can the student participate by video conferencing. Regardless of open or closed status, no recording devices will be permitted.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then approve that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p>	<p><i>Note: There is provision for a dissenting voice in the outcome of the evaluation of the oral examination and written thesis.</i></p> <p><i>Provide details of scheduling of the oral examination, format and procedures of the examination, time constraints on oral presentation, duration of questioning by examiners, number of rounds of questions, etc.</i></p> <p>One week prior to the final thesis oral, a notice of the oral and an abstract of the thesis, both acceptable to the Head, will be distributed. A copy of the full thesis will be available for perusal by staff and students during this one-week period.</p> <p>The thesis Final Oral Examining Committee includes all members of the Thesis Examining Committee. All members of the Thesis Examining Committee must be present (either physically, by teleconference, or videoconference) at the final</p>

<p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the thesis/practicum final report form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Each examiner must indicate his/her opinion by his/her signature. If two or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p> <p>The examining committee may recommend to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.</p>	<p>thesis oral, unless specifically exempted by the Head and approved by FGS. The judgment of the examiners on the work of the thesis will be given in the qualitative terms "approved" or "not approved." Each examiner must indicate his/her opinion by his/her signature. If two or more examiners do not approve the thesis, then the student is deemed to have failed the defence. The Thesis Examining Committee must submit its decision in writing to the Head on the form provided by the Faculty of Graduate Studies. <u>A committee member may indicate "approved" pending specific revisions, which must be specified at the time of the defense and communicated to the Associate Head (Graduate). It thereafter becomes the task of the advisor (consulting with the committee if necessary) to ensure that the appropriate revisions are made by the student before the form is submitted to the Faculty of Graduate Studies.</u></p> <p><u>Once a defence has occurred, it is expected that the thesis manuscript will be finalized in a timely fashion. If revisions are required, the Committee will set a deadline for the student to complete the revisions. The student is expected to complete the revisions and provide the revised manuscript to the advisor normally within one month. A longer timeline for completion may be allowed by the committee if it is deemed appropriate due to the nature of the research. However, if the revisions require substantial reworking of the manuscript to meet the standards of a pass, this should result in a failing grade at the defense. The advisor is expected to respond to student revisions in a timely fashion, normally within two weeks of receiving the revised draft. Students are encouraged to defend their thesis at least 6-8 weeks prior to the deadline for manuscript submission for the cycle in which they expect to convocate, to allow sufficient time to complete any required revisions. Students are encouraged to confirm that committee members are available to attend the oral examination in person, particularly for defense dates taking place during the summer months.</u></p>
<p><b>4.8.1.4 Failure</b></p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p>	<p><i>The report from the Chair should include how the first failure will be addressed and a timeline for when the second attempt should occur.</i></p> <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the defence. <del>Before making their decision, examiners of the thesis may require the student to</del></p>

<ul style="list-style-type: none"> <li>• The examining committee reports on the merits of the written thesis;</li> <li>• The defence; or</li> <li>• A combination of both stages.</li> </ul> <p>The examining process should be completed within one month of distribution of the thesis/practicum.</p>	<p><del>make any revisions they see fit, and all such revisions must be completed before a decision is reached.</del></p>
<p><b>4.8.2 Course-based/Comprehensive Examination Route</b></p> <p>Students must demonstrate his/her mastery of their field. The specific procedures for evaluation of this mastery are stated in individual units' supplemental regulations. Students should consult unit supplemental regulations for specific requirements.</p> <p>In those units where comprehensive examinations are required, students should consult unit supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the Report on Comprehensive Examination form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.</p>	<p><i>Provide details of structure, format, duration of examination, composition of examining committee, evaluation criteria, etc.</i></p> <p>School Psychology Comprehensive Examination</p> <p>The purpose of the comprehensive examination is to provide a very general context in which to demonstrate an integrated understanding of the materials presented across courses in a detailed and comprehensive manner. This is intended as a way to evaluate the student's ability to think critically and independently, to integrate content knowledge, and to demonstrate mastery of key concepts. <u>One or two questions are typically presented.</u> These questions are purposely broad in order to allow individual responses. While this allows highly varied content and format, it is still expected that students answer the question that is posed. <u>The maximum length of the report is 30 pages (double-spaced, 12 point font) plus references and appendices.</u></p> <p>Students must complete this process entirely independently. They must not discuss any aspect of the questions, the intended or actual responses, or any other aspect of the process with anyone, including classmates. Neither should students have outside help (like editing) with any aspect of this task. Responses are to be well written, appropriately organized, and accurately documented.</p> <p>Timing: Comprehensive Examinations will be assigned no later than May 1<sup>st</sup> and are due no later than June 1<sup>st</sup> unless special permission is granted for an alternate time-frame.</p> <p>Evaluation: Students who do not pass on the first attempt will be given one more opportunity to take the exam. Grading will be completed by the program instructors as follows:</p> <p><u>High Pass</u> - represents an outstanding level of performance incorporate a significant and detailed review of current literature, integrating several legitimate theoretical and applied concepts. Responses also may incorporate</p>

	<p>innovative characteristics.</p> <p><u>Pass</u> - represents a high level of performance indicating mastery of concepts and skills and is necessary for completion of the Master's degree.</p> <p><u>Conditional Pass</u> – Responses are broad, surface level, and do not incorporate sufficient course content or theoretical concepts. The student has not passed the examination but is eligible for a grade of Pass by completing the additional work designated by the examiners. The program instructors will evaluate the additional work to determine whether a grade of Pass or Fail will be assigned.</p> <p><u>Fail</u> – Responses are clearly inadequate, do not address appropriately the question, or fail to incorporate course content, important concepts and/or research. The student has not passed the examination and must retake it with new questions if this is the first attempt or is eliminated from the program if this is the second attempt. <del>The exam is rewritten immediately after the student is notified of the failed grade.</del> <u>When required, the exam will be rewritten as soon as can be rescheduled by the Program Coordinator in conjunction with the student and the program instructors, normally beginning immediately on being informed of the failure and provided with a new question(s).</u></p> <p>Papers will be distributed across Program Instructors for grading. Where a paper achieves the grade of Conditional Pass it will be reviewed by a second Instructor to determine the final grade. A grade of Fail will be assigned only if all program instructors concur. If program instructors do not concur, then students are given a Conditional Pass and allowed to complete work designated by the examiners. The additional work is evaluated by program instructors and a Pass or Fail grade is assigned.</p>
<p><b>4.9 Style and Format</b></p> <p>The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see <a href="#">Appendix 1</a>).</p>	
<p><b>4.10 Deadlines for Graduation</b></p> <p>The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum); comprehensive examination; or M. Eng. project, design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project/Design thesis) the unit must forward potential graduate names to the</p>	<p>The completed thesis must be submitted to the Faculty of Graduate Studies by the date specified in the Academic Schedule of the current University of Manitoba General Calendar in any year, to ensure that the degree is conferred at the desired</p>

<p>Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at <a href="http://umanitoba.ca/faculties/graduate_studies/deadlines/index.html">umanitoba.ca/faculties/graduate_studies/deadlines/index.html</a>.</p> <p><b>4.11 Details for Submissions of the Final Copy</b></p> <p>Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:</p> <ul style="list-style-type: none"> <li>• One digital version submitted as an e-thesis/practicum at the MSpace website (<a href="http://mspace.lib.umanitoba.ca/">http://mspace.lib.umanitoba.ca/</a>)</li> <li>• Final approval and release forms.</li> </ul>	<p>Convocation of that year.</p> <p>Completed Theses are submitted to MSpace <a href="http://umanitoba.ca/libraries/elibrary/mspace/before_submitting_your_thesis.html">http://umanitoba.ca/libraries/elibrary/mspace/before_submitting_your_thesis.html</a>. Although additional copies are not required, it is generally desirable for students to prepare copies for the Department Head, for the Advisor, and for themselves.</p>
<p><b>4.12 Publication and Circulation of Thesis/Practicum</b></p> <p>Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, he/she will be required to grant a license of partial copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program.</p> <p><b>Note:</b> This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author.</p> <p>The thesis release form, including the copyright declaration/infringement form, must be completed on MSpace. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have been delineated and the importance of copyright and/or patents fully comprehended.</p> <p>Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included.</p> <p><b>Notes:</b></p> <p><b>Patents</b> –Refer to section 6 “Policy of Withholding Theses Pending Patent Applications” in this Guide.</p> <p><b>Restriction of Theses/Practica for Publication</b> – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.</p> <p><b>Library and Archives Canada</b> – Library and Archives Canada obtains a copy of the thesis via the University's MSpace repository.</p>	
<p><b>SECTION 5: Doctor of Philosophy General Regulations</b></p> <p>The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.</p> <p>Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and</p>	<p><i>Relevant information could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Minimum admission criteria (beyond FGS requirements)</i></li> <li>• <i>Admission/selection committee composition (if applicable)</i></li> <li>• <i>Admission/selection procedures</i></li> <li>• <i>Indicate which major areas are acceptable</i></li> <li>• <i>Is a thesis-based Master's degree required</i></li> </ul> <p><b>Ph.D. Program</b></p>



<p>available to students (<a href="http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html">http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html</a>), and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, progression and completion.</p>	<p>Students entering the Ph.D. program with an M.A. degree in psychology from a Canadian university or its equivalent will not be required to complete the M.A. requirements. Students without a Psychology Master's degree would be considered for admission on an individual basis.</p>
<p><b>5.1 Admission</b></p> <p><b>5.1.1 General criteria</b></p> <p>Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. However, the criteria for admissions into the Ph.D. program are more stringent than for Masters' programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.</p>	<p><u>Students apply to one of the follow admissions areas:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Applied Behaviour Analysis (ABA)</a></li> <li>• <a href="#">Clinical Psychology</a></li> <li>• <a href="#">Brain and Cognitive Sciences</a></li> <li>• <a href="#">Developmental Psychology</a></li> <li>• <a href="#">Quantitative Psychology</a></li> <li>• <a href="#">Social/Personality Psychology</a></li> </ul>
<p><b>5.1.2 Direct Admission from the Bachelor's Honours or equivalent</b></p> <p>With special recommendation of the unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study). Once admitted, these students must complete at least 24 credit hours of coursework, unless the individual unit's approved supplemental regulations specify otherwise, and will be assessed Ph.D. fees for 3 years.</p>	<p><i>If direct admission is considered, specify conditions</i></p>
<p><b>5.1.3 Transfer from the Master's to the Ph.D. program</b></p> <p>Students who have not completed a Master's program may transfer to the Ph.D. program within the same unit upon the recommendation by the Head of the unit to the Faculty of Graduate Studies. The recommendation should be made within 18 months of the student's commencement of the Master's program. The coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual unit's approved supplemental regulations specify otherwise.</p> <p>The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one month prior to the term for which the student intends to commence the Ph.D. program. The following are required when making the request: The online Application for Admission indicating a request for transfer. If the transfer is made within one year, no additional application fee must be paid. In the case where the student does not hold a Master's degree, a letter of recommendation from the Head of the unit is also required.</p> <p>If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for 3 years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for 2 years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on The University of Manitoba Graduate Fellowship duration.</p> <p>Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same unit on the recommendation of the student's advisor/co-advisor and Head of the unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full 2 years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a 3 year Ph.D.</p>	<p><i>Note: Transfer from Master's to PhD within a unit must now be completed within the first <b>18 months</b> in the Master's program.</i></p>
<p><b>5.1.4 Provisional Admission to the Ph.D.</b></p> <p>Students nearing the completion of the Master's degree may be accepted provisionally to the</p>	



<p>Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the unit and the Faculty of Graduate Studies to complete dual registration in the Master's and Ph.D. program simultaneously.</p>	
<p><b>5.1.5 English Language Proficiency</b></p> <p>See section 1.1.7.</p> <p>Some units specify an additional language requirement for the Ph.D. degree. Students should check unit supplemental regulations regarding this requirement.</p>	
<p><b>5.1.6 Students with Disabilities</b></p> <p>See Accommodation Policy for Students with Disabilities:</p> <p><a href="http://umanitoba.ca/admin/governance/governing_documents/students/281.html">http://umanitoba.ca/admin/governance/governing_documents/students/281.html</a></p>	
<p><b>5.2 Student Advisor, Co-advisor and Advisory Committee</b></p> <p><b>5.2.1 Student Advisor</b></p> <p>Every Ph.D. student must have an advisor, appointed by the Head of the unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at The University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic unit. The advisor is directly responsible for the supervision of the student's graduate program. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic unit, the Faculty of Graduate Studies, the university, and external funding agencies. The academic advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the unit and the Faculty of Graduate Studies.</p> <p>The advisor must:</p> <ul style="list-style-type: none"> <li>• be a member of the Faculty of Graduate Studies;</li> <li>• hold a Ph.D. or equivalent*;</li> <li>• be active in research;</li> <li>• have expertise in a discipline related to the student's program;</li> <li>• hold an appointment in the student's unit; and</li> <li>• have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy).</li> </ul> <p>*Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not considered <i>per se</i> to be equivalent to a Ph.D.</p> <p>Usually the student and the advisor choose to work together by mutual agreement. In units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not exceed eighteen months after entry in to the program before a permanent advisor is chosen.</p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above</p>	<p><i>Note: See revised criteria for advisor/co-advisor.</i></p> <p><i>Must there be an Advisor in place at admission? (Details of composition of advisory committee go in section 5.2.3)</i></p> <p>At the time of admission each Ph.D. student must be assigned an <a href="#">aA</a>Advisor by the area admissions committee accepting the student in consultation with the Graduate Admissions and Financial Support Committee (GAFS). In consultation with the student, the <a href="#">aA</a>Advisor selects an Advisory Committee whose primary responsibilities include guiding the student in meeting Departmental regulations, in selecting courses and in adequately preparing for the material covered by the candidacy exams. The Advisory Committee must be fully constituted no later than January 31 of the first year in the Ph.D. program.</p> <p>In special circumstances, an <a href="#">aA</a>Advisor and co-<a href="#">aA</a>Advisor, under approval of the Department Head, may advise a student. In such an arrangement, the <a href="#">A</a>Advisor and co-<a href="#">aA</a>Advisor are counted as a single member of a student's <a href="#">aA</a>Advisory and <a href="#">eE</a>Examining <a href="#">eC</a>Committees. Both co-<a href="#">aA</a>Advisors' signatures are required on all documents where the <a href="#">aA</a>Advisor's signature is required.</p> <p><b>Admissions and Advisorship Regulations</b></p> <p>Faculty members wishing to change admissions areas, or to develop new affiliations with other admissions areas, may do so only with the approval of the Head after the Head has consulted with the groups concerned. New faculty members will be assigned to one or more admissions areas by the Head.</p>

cannot have an advisor/co-advisor with an appointment in the same unit.

The advisor and co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, the Head of the unit or the Dean of the Faculty of Graduate Studies.

Should, during the student's program, the relationship between the student and advisor significantly deteriorate, the matter should be referred sequentially to the unit Graduate Chair, the Head of the unit, then to the Dean of the Faculty of Graduate Studies.

### 5.2.2 Co-advisor

In special circumstances, upon approval of the Head of the unit, an advisor and co-advisor may advise a student.

The co-advisor must:

- be a member of the Faculty of Graduate Studies,
- hold a Ph.D. or equivalent\*,
- be active in research, and
- have expertise in a discipline related to the student's program
- have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy)

\*Equivalency will be approved by the Dean of the Faculty of Graduate Studies, determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not considered *per se* to be equivalent to a Ph.D.

The co-advisor will usually be identified either:

**A)** at the beginning of a student's program in situations where:

1. the student desires to draw equally upon the expertise of two individuals, or
2. the project is interdisciplinary in nature and requires the expertise of two advisors from their respective disciplines, or

**B)** mid-way through a student's program due to:

1. the students' project developing in such a way as he/she requiring an additional advisor from a different discipline; or
2. the unit introducing a new Faculty member, to the standards of the unit, whose expertise facilitates the student's project.

When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both the advisor and co-advisor's signatures are required on all documents where the advisor's signature is required.

A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor/co-advisor with an appointment in the same unit.

In all instances the Faculty of Graduate Studies must be informed of the co-assignment.

Students shall be admitted to a specific admissions area. Students will have an Advisor within their own admissions area. To ~~shift~~ [change](#) areas, students will have to apply to, and be formally admitted by, the area they wish to join; applications to ~~shift~~ [change](#) areas will normally be considered in February of each year (if submitted by February 1), but specific admissions areas may consider such applications at other times if they so wish.

Faculty members normally may serve as Advisor to no more than a total of eight graduate students [at a time](#). Only tenured and tenure stream faculty may accept graduate students. Each faculty member must meet the requirements of the Psychology department's admissions regulations.

When a faculty member fully retires or resigns from the University of Manitoba, he or she normally will not remain in place as the primary [a](#)Advisor or co-[a](#)Advisor to a graduate student. Exceptions may be granted by the Associate Head (Graduate) in cases where the student and the [a](#)Advisory committee unanimously consent to this arrangement. If the faculty member is remaining as Advisor or co-Advisor, a new agreement via a new Advisor-Student Guidelines form will be prepared. Considerations will be given to the student's progress at the time when this decision is made.

If no exception is possible, a new committee must be struck that will better support the student. The new committee may include members of the previous committee but is not required to do so. Of special note, the former [a](#)Advisor may serve as a committee member, subject to further specifications below; and former committee members may serve as new committee members, or in the primary/co-[a](#)Advisor role.

When a faculty member fully retires or resigns from the University of Manitoba, if he or she wishes to remain in place as a thesis committee member, and this is mutually acceptable to the student, then the student and the faculty member must prepare ~~a written agreement as to how they will continue to work together after the faculty member leaves~~ [an agreement via a new Advisor-Student Guidelines form](#).

[A copy of t](#)The agreement is subject only to unanimous consent of the student, faculty

<p> </p> <p> </p> <p> </p> <p> </p>	<p>member, and advisory committee. Contents of the agreement normally will include measurable targets for the frequency or response time of exchanges between the student and faculty member, as well as specific pieces of work or documents to be exchanged at certain times in the coming year.</p> <p>The agreement will reside in the office of the Associate Head (Graduate) and be subject to evaluation by the advisory committee and approval by the Associate Head (Graduate) on a yearly basis, in concert with the student's Annual Progress Report, as to both the exchange frequency/response time and specific items listed in the agreement.</p> <p>If the advisory committee so recommends and the Associate Head (Graduate) agrees, then the thesis committee will remain in force for another year, according to an updated agreement.</p> <p>If either party does not meet the original agreement, a new committee must be struck that will better support the student. The revised committee will be subject to approval by the Associate Head (Graduate).</p> <p>In order to accept (as sole <a href="#">a</a>Advisor) any new students to the graduate program, a faculty member can have no more than 1 current graduate student in or beyond year 3 of the MA program, year 5 of the PhD program in clinical psychology, or year 4 of the PhD program in all other program areas. The calculation of years-in-program for this purpose will not include time spent on an exceptional leave of absence (as approved by the Faculty of Graduate Studies), or, if the student has switched <a href="#">a</a>Advisors, time spent with <a href="#">a</a>Advisors other than the current one. The calculation of number-of-students for this purpose will include all of the students beyond any of the above limits, with the same primary <a href="#">a</a>Advisor.</p> <p>Faculty members who find themselves with more than 1 student over these limits may still accept new students as co-<a href="#">a</a>Advisor with any faculty member who is not subject to the same admission restriction. Exceptional circumstances may occur, for instance, when a student has met all requirements of his or her program, but the graduation date falls after that of making offers of admission for the following year. The Associate Head (Graduate) in consultation with the GAFS</p>
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	<p>committee can remove the admission restriction in such circumstances.</p> <p>PSC part-time social workers, although full members of Department Council, will not generate admission entitlements and may not admit graduate students. However, appointments in the Psychology Department and the Psychological Service Centre shall be considered as equivalent with regard to admission of graduate students.</p> <p>Individual faculty members may serve as Advisor for no more than four students who receive annual funding of less than the amount provided by a full MA-level University of Manitoba Graduate Fellowship ("unfunded" students). This limit applies to the total number of Psychology graduate students for whom a faculty member is Advisor, and is not specific to individual admissions areas (for those faculty who hold affiliation with more than one area) or to student level (i.e., <a href="#">Pre-MA</a>, MA, or PhD). Acceptable sources of funding are scholarships, fellowships, bursaries, and employment income derived from work related to the student's academic program.</p> <p>Faculty members seeking to accept one or more students such that their total number of advisees will exceed four, must provide GAFS with detailed documentation of the source(s) and amount(s) of funding for all current and recommended advisees. Such documentation must be submitted during the admission period prior to the academic year for which the faculty member plans to advise more than four graduate students. Financial support offered by an <a href="#">a</a>Advisor to a student must be guaranteed for at least a 12 month period.</p> <p>Any student admitted by an adjunct member of the department will count against the advisee total of a consenting individual faculty member. This means that a faculty member must explicitly give permission to an adjunct member, prior to the adjunct member admitting a student. Further, the student admitted by the adjunct will count toward the total number of advisees of the authorizing faculty member.</p> <p>If, at any time, the number of unfunded students advised by a faculty member stands at more than four (presumably because of a loss of funding to either the student, the faculty member, or both), then the faculty member will not be eligible to admit any new students until such time as his/her</p>
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<p> </p> <p> </p> <p> </p>	<p>total number of unfunded advisees declines to four or fewer.</p> <p>If the total number of students in a given admissions area is expected to exceed four (4) times the number of faculty members who will be supervising students in that area, then the area coordinator must provide an explicit statement to GAFS and the Department Head (or <a href="#">delegate</a>) indicating that all required courses can accommodate all expected students. This letter of support must be submitted during the admission period prior to the academic year for which this situation is expected to arise. If the area coordinator is unable to provide such a statement of support, then no new students will be admitted to that area.</p> <p>The Department Head (or <del>representative</del> <a href="#">delegate</a>) may limit <a href="#">enrollments</a> in any admissions area should he/she determine, following consultation with GAFS and the coordinator of the area in question, that all required courses cannot accommodate all expected students.</p> <p>Graduate students who lose funding shall not be expelled from their program of study for this reason alone.</p> <p>Students will not be required to switch <a href="#">a</a>Advisors simply to facilitate admission by the original Advisor of a new student.</p> <p>Students seeking to change Advisors may do so at any time but must make the arrangements on their own behalf.</p> <p>Two faculty members who agree to serve as Co-Advisors for a student will each have that student count as 0.5 toward their advisee total.</p> <p>The above regulations pertaining to the admission of students to the Psychology graduate program do not apply to the School Psychology Two-Year Stream admissions area.</p>
<p><b>5.2.3 Advisory Committee</b></p> <p>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</p>	<p><i>Specify composition of advisory committee, at what point the advisory committee is structured, and who assembles advisory committee</i></p> <p>The members of the Advisory Committee and specific criteria for selection are:</p> <p>1) an <a href="#">a</a>Advisor; (and co-<a href="#">a</a>Advisor if such is the advisory arrangement) who will direct the thesis</p>

<p>who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>It is expected that, under normal circumstances, Advisory Committee members have a Ph.D. degree or equivalent and have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy). Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students may not serve on graduate student advisory committees. A staff member at the University of Manitoba at the rank of Assistant Professor or above, cannot have an advisory committee member with an appointment in the same unit. 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/co-advisor, which should occur with much greater frequency than the advisory committee meetings.</p>	<p>and chair the Thesis Examining Committee;</p> <p>2) two Departmental faculty members chosen by the <a href="#">a</a>Advisor in consultation with the student;</p> <p>3) a faculty member within the University of <a href="#">Manitoba</a> but <a href="#">who</a> holds no appointment within the Department of Psychology chosen by the Department Head upon the recommendation of the <a href="#">a</a>Advisor. If possible, this member of the Advisory Committee should have some knowledge in the subject area in order to be an active and substantive contributing participant. The judgment as to level of possible contribution by this member is based on Departmental affiliation and/or individual accomplishments. The <a href="#">a</a>Advisor must provide a rationale for the choice to the Head. This member is required to exercise "quality control" on issues of format and general levels of scholarship that apply to all disciplines, not only to psychology.</p> <p>The Advisory Committee must be fully constituted no later than January 31 of the first Ph.D. year.</p>
<p><b>5.3 Program of Study</b></p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies and should include:</p> <ul style="list-style-type: none"> <li>• information about the minimum or expected time for completion of the degree;</li> <li>• coursework to be taken;</li> <li>• any foreign language requirement;</li> <li>• the research area in which the thesis will be written.</li> </ul> <p>The approval of the student's advisor/co-advisor and the Head of the unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee and the Head of the unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p><b>5.4 Program Requirements</b></p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved unit supplemental regulations:</p> <ul style="list-style-type: none"> <li>• Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.*</li> <li>• Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the</li> </ul>	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level e.g. 7000), and credit hours</i></p> <p><b>PhD Program</b></p> <p><b><u>Students in Applied Behaviour Analysis (ABA), Brain and Cognitive Sciences, Developmental Psychology and Social/Personality Psychology are required to complete:</u></b></p> <ul style="list-style-type: none"> <li>• <u>        </u> Major - Two half-courses at the 7000</li> </ul>

<p>Ph.D. program.*</p> <p>*Unless professional accreditation requirements and/or the unit's supplemental regulations indicate otherwise.</p> <p>All students must complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within one year of initial registration, unless previously completed at the Masters level.</p>	<p>level or above in psychology; (6 credit hours).</p> <ul style="list-style-type: none"> <li>• Ancillary - One half course; (3 credit hours). If the ancillary is taken in psychology, the course must be at the 7000 level or above and must be in an area clearly apart from the major.</li> <li>• The Head or designate may request a written rationale from the Advisor justifying the distinctiveness from the major of a student's proposed ancillary. If the ancillary is taken outside of psychology, the course will normally be at the 4000 level or above. No course taken during the student's undergraduate program may be applied toward this requirement. If a course below the 7000 level is taken to satisfy the ancillary requirement, another course at the 7000 level or higher will be needed in order to meet a separate requirement by the Faculty of Graduate Studies to include a minimum of 12 credit hours at the 7000 level or higher to complete a Ph.D. program of study.</li> <li>• One half course (3 credit hours) in research design research methodology, or quantitative methods over and above the basic statistics requirement in the M.A. program. The head or designate may request a written rationale from the Advisor justifying the extent to which the course chosen will satisfy this requirement. The course taken to satisfy this requirement may not count for any of the courses in a) or b), above.</li> <li>• All PhD students are required to complete PSYC 7790 PhD Proposal Development (0 credit hours). Students will be required to pass the course in any one of their first eight terms of full-time study in the program (including the summer session). This course will normally be supervised by the Advisor.</li> </ul> <p><b><u>Quantitative students are required to complete:</u></b></p> <ul style="list-style-type: none"> <li>• <u>at least 2 half courses (3 credit hours each) in research methods/design and/or quantitative methods</u></li> <li>• <u>at least one ancillary half course (3 credit hours) that does not have a focus in quantitative research methods or design.</u></li> </ul>
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		<ul style="list-style-type: none"> <li>• <u>The remaining half course (3 credit hours) will be coursework taken within the psychology department at the 7000 level or higher, and will provide the student with additional breadth in psychology and depth in their research area of interest. This courses may or may not have a specifically quantitative or methodology focus.</u></li> </ul> <p><b><u>Clinical psychology students are required to take the following courses:</u></b></p> <p><u>Cognitive and Behaviour Therapy PSYC 8430 (3)</u>  <u>Social and Community Intervention PSYC 8100 (3)</u>  <u>Social Bases of Behaviour Elective 3: Social Psychology and Health PSYC 7190 (3) OR</u>  <u>Person X Situation Interactionism PSYC 7620 (3)</u>  <u>OR Alternative approved by the Director of Clinical Training &amp; Associate Head (Graduate)</u>  <u>Program Evaluation &amp; Consultation PSYC 8110 (3) (strongly recommended) OR School Psychology Research Design and Program Evaluation PSYC 7130 (3) If approved by DCT &amp; Associate Head (Graduate)</u>  <u>PSC Practicum III PSYC 7930 (0)</u>  <u>Senior Practicum 4 PSYC 7940 (0)</u>  <u>Case Conceptualization and Communication 3 PSYC 8080 (3)</u>  <u>Ph.D. Thesis Proposal and Development PSYC 7790 (0)</u>  <u>Doctoral Ancillary: History and Systems of Psychology PSYC 7280 (3)</u></p> <p><u>Cognitive-Affective Bases Elective Cognitive Development PSYC 7330 (3) OR Alternative approved by the Director of Clinical Training &amp; Associate Head (Graduate)</u>  <u>Senior Practicum PSYC 7950 (0)</u>  <u>Senior Practicum PSYC 7952 (0)</u>  <u>Clinical Supervision in Psychology PSYC 8090 (3)</u>  <u>Optional Senior Practicum PSYC 7954 (0)</u>  <u>Optional Senior Practicum PSYC 7956 (0)</u>  <u>Internship PSYC 7980 (0)</u></p> <p><u>In addition, the following provisos regarding clinical students' coursework apply:</u></p> <ul style="list-style-type: none"> <li>• <u>Students may take an optional elective course at any point in their graduate program under the advisement of their advisor and/or advisory committee.</u></li> <li>• <u>The Social Bases of Behaviour and/or</u></li> </ul>
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		<p><u>Cognitive-Affective Bases</u> electives can be waived by the Director of Clinical Training if students have taken 6 credit of suitable undergraduate course work meeting this basic requirement.</p> <ul style="list-style-type: none"> <li>• <u>Three Senior Practica, also known as specialty practica, are required, for a total of 6 required practica. Students, with the consent of their advisory committee, may take more than the required six practica to be competitive for internship applications. Senior practica are typically completed in the community, but may also be completed with a specific focus by clinical faculty at the PSC.</u></li> <li>• <u>The PhD oral proposal must occur and receive either an outright, or provisional, pass by May 15<sup>th</sup> of the year internship applications are due. If the pass is provisional, any required revisions to the written proposal must be fully completed and approved by the Department of Psychology in order for the student to receive approval to apply for internship.</u></li> </ul> <p>For all program areas, the student, the Advisor, and all members of the Thesis Examining Committee will be required to sign the appropriate "Proposal Development Registration Form" to indicate that everyone involved in the student's research program is aware of, and has agreed to, the student registering in the course. The course must culminate in the submission of an acceptable, comprehensive draft of the research proposal to all members of the Thesis Examining Committee. An appropriate "Proposal Development Completion Form," signed by the student, the Advisor, and all members of the Thesis Examining Committee, will be required at the end of the course to indicate whether the student has generated an acceptable, comprehensive draft of the proposal. This course is graded on a pass/fail basis as determined by majority vote of the Thesis Examining Committee. Both forms must be submitted to the Psychology Graduate Office.</p> <p>Time extensions for this course will be granted only with the approval of the Associate Head (Graduate), who will consult with the student's Thesis Examining Committee prior to reaching a decision.</p>
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<p> </p>	<p>Failure to pass this course on time will normally result in an annual evaluation of "in need of improvement" or "unsatisfactory" as appropriate.</p> <p>e) Any of the above course requirements may be waived if the Head or designate determines that an equivalent course has been successfully completed in another Ph.D. program or as an extra (i.e., not required) course in an MA program.</p> <p>The above Ph.D. course requirements are minimal and additional requirements may be established by specific programs or individual <a href="#">advisors</a>.</p> <p><del>Students in the Clinical Psychology Training Program, must take the required curriculum of that program in addition to the required Departmental courses listed above. Requirements for the Clinical Psychology Training Program are available in the graduate program brochure: <a href="http://umanitoba.ca/faculties/arts/departments/psychology/media/GradBrochure.pdf">http://umanitoba.ca/faculties/arts/departments/psychology/media/GradBrochure.pdf</a></del></p>
<p><b>5.4.1 Language Reading Requirements</b></p> <p>Some units specify a language requirement for the Ph.D. degree. Students are advised to check unit supplemental regulations regarding this requirement.</p>	<p><i>Indicate if (or if not) required</i></p> <p>None required.</p>
<p><b>5.4.2 Advance Credit</b></p> <p>Advance credit for courses completed prior to admission to a Ph.D. program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completion of the "Recommendation for Advance Credit (Transfer of Courses)" form.</p> <ol style="list-style-type: none"> <li>1. Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section).</li> <li>2. No more than half of the required coursework for the program can be given advance credit.</li> <li>3. A course may not be used for credit toward more than one degree, diploma or certificate.</li> <li>4. The student must register at The University of Manitoba for one academic year as a full-time student and must also complete the thesis at The University of Manitoba.</li> <li>5. Regardless of the extent of advanced credit received, all students are required to pay the program fee.</li> </ol>	<p>Students who have previously attended another university or faculty may also request a course waiver if they have completed a course equivalency which has not been used towards a previous degree.</p>
<p><b>5.4.3 Transfer Credit</b></p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ol style="list-style-type: none"> <li>1. must be approved for transfer to the program of study by the unit and the Faculty of Graduate Studies before the student may register for them;</li> <li>2. are considered on an individual basis;</li> <li>3. cannot be used for credit towards another degree;</li> <li>4. may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required.</li> </ol>	

<p><b>5.6.2 Performance Not Related to Coursework</b></p> <p>Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. The student's advisory committee will make a recommendation for required withdrawal to the Head of the unit. The Head of the unit may then recommend to the Dean of the Faculty of Graduate Studies that the student be required to withdraw for reasons of unsatisfactory academic performance.</p>	<p><i>Additional examples could include attendance in seminars, standards of ethical behavior, professional dress codes.</i></p> <p><i>See General Note 2.1.</i></p>
<p><b>5.7 Academic Requirement for Graduation</b></p> <p>A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.</p>	
<p><b>5.8 Candidacy Examination</b></p> <p>The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam will vary from unit to unit. The purposes of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analysing, synthesizing, and communicating ideas about that material in depth.</p> <p>At the time specified by the advisory committee--normally within the first year after the completion of the Ph.D. program coursework but in no case later than one year prior to expected graduation--the student must successfully complete the formal candidacy examination.</p> <p>The examination is conducted according to a procedure established by the unit and approved by the Academic Guide Committee of the Faculty of Graduate Studies. Please see the unit supplemental regulations for the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at The University of Manitoba.</p> <p>This examination, which is independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. These must be made known to the students.</p> <p>A pass decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.</p> <p>The Dean of the Faculty of Graduate Studies must be informed whether the candidate has passed or failed the candidacy examination on the "Report on Ph.D. Candidacy Examination" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>).</p> <p>Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.</p> <p>On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.</p>	<p><i>Provide details of examination structure and format, content, duration, examining committee composition, timeline for completion within the program, and any other regulatory procedural details.</i></p> <p><b>Candidacy Examinations</b></p> <p><b>A. Purpose</b> The purpose of the candidacy exam is to contribute to and evaluate the student's:</p> <ol style="list-style-type: none"> <li>depth and breadth of preparation in the content, methodology, and theory which, in the judgment of the Advisory Committee, is relevant to the general program of doctoral study in Psychology; and</li> <li>ability to analyse, integrate, and creatively use information from divergent areas relevant to the general program of doctoral study in Psychology.</li> </ol> <p><b>B. Candidacy Examination Committee</b> The student's Advisory Committee constitutes the Candidacy Examination Committee. The student's Advisor is the Chair of the student's Candidacy Examination Committee.</p> <p><b>C. Examination Procedures</b> The major area examination requirement may be satisfied in any one of three ways, namely:</p> <ol style="list-style-type: none"> <li>a standard closed-book examination;</li> <li>a standard take-home examination; or</li> <li>an open-format examination.</li> </ol> <p>Students are required to declare to the Graduate Office at least two months prior to the date on which they intend to take the exam. In any case, these deadlines apply for any year in which the student is writing the exam. All students will normally have taken and passed their candidacy examination within two years of being admitted to the Doctoral Program (with non-provisional status)</p>

and at least within one year prior to graduation. In no case may candidacy examinations be taken prior to completion of the M.A. degree. Unless otherwise indicated, the Head (or designate) will be responsible for ensuring that each deadline involving Candidacy Examinations is met.

Students will be asked to indicate the form of the examination and, the date it is to be taken. The student may opt out up to one week before the date for distributing the exam, except in cases of illness or crisis (as determined by the head or designate), when cancellation may occur at any time. The student's Advisor, after consultation with the other members of the Candidacy Examination Committee, will complete and submit to the Head (or designate) the appropriate form (together with a detailed description of the composition of the candidacy examination itself and the evaluation procedures to be used) at least 5 working days prior to its distribution. The dates for distributing all forms of candidacy exams to students will be the same, namely September 15, February 1, and May 1 of each academic year.

~~At the time of the exam distribution, the Candidacy Examination Committee will provide the student (in writing) the specific weights for each question/topic and the method to be used to determine the final pass/fail decision.~~

At the time of the exam distribution, the Candidacy Examination Committee will provide the student (in writing) the specific weights for each question/topic and the method to be used to determine the final pass/fail decision. Each question/component of the exam must be evaluated on a pass/fail basis by each member of the committee. A committee's decision will be considered a unanimous pass when the total number of failing evaluations received across all committee members and questions/components of the exam is 2 or fewer. If one committee member fails more than 2 components or more than 2 committee members fail any one component, this will therefore result in a failed exam.

The committee may include provisions for the committee to discuss the evaluation of questions/components in cases of disagreement, so long as the corresponding method of evaluation

is provided to the student in writing at the time of the exam distribution.

When the examination is finished, the Head (or designate) shall distribute copies of the completed exam to the members of the Candidacy Examination Committee, and the Advisor shall ensure that the examination is evaluated on schedule. A rating-scale evaluation of the candidacy examination is encouraged to facilitate both grading of the exam and feedback to the student. Normally within six weeks the Candidacy Examination Committee will evaluate the examination and assign a pass or fail grade for the student. The student's Advisor will notify (in writing) the student and the Head (or designate) whether the student has passed or failed the examination, or the reason for a delayed decision.

Within 3 weeks after notification of the student's pass/fail grade, each student must receive written feedback from the Advisor on behalf of the Candidacy Examination Committee. This feedback will address the quality of the student's writing, organization, and content of answers to each question/topic of the exam. The student is encouraged to request more specific feedback from each member of the committee.

The evaluation of the student at the time of the candidacy examination shall entail not only the student's performance on the examination but also overall preparedness for a career in psychology. If the career preparedness evaluation is negative, it shall be treated separately, as though it were an Advisor's negative report arising from a Progress Report Evaluation.

Failure to meet the deadline for handing in the completed candidacy exam will constitute an automatic failure of the examination.

Students who fail a candidacy examination shall be allowed a second attempt, and may elect a different form of examination for their second attempt.

Students who fail the candidacy examination on two occasions will be required to withdraw from the program by FGS.

	<p>The Candidacy Examination may be structured in one of three ways:</p> <p>1) Closed-book: Typically consists of 2, 4-hour examination periods on consecutive days. Questions are such that the student could answer them in three hours, leaving one hour to organize, outline, check through answers, etc.</p> <p><del>If a student performs in an ambiguous fashion on the written portion of the closed-book examination</del>  If <a href="#">the evaluation of the student's performance</a> on the written portion of the closed-book examination <a href="#">is not unanimous</a>, the Advisory Committee may require the student to take an oral examination to clarify performance. If the student declines to take an oral, a grade of F will ensue. If the student decides to attempt this oral exam, the student's grade will reflect performance on both the written and oral portions of the exam. This same policy will apply to either the student's first or second attempt at the examination. The content of the oral portion of the examination shall be either that specified for the written portion of the closed-book examination or some part thereof.</p> <p>2) Take-home: The examination is set by the Candidacy Examination Committee, with the exception that one question may be submitted by the student subject to the approval of and/or modification by the committee. The examination consists of four to eight questions, which, together with answers, have a maximum combined length of 100 double-spaced typed pages (not counting the references and non-texted appendices that are specified in advance by the Candidacy Examination Committee). The completed examination must be submitted to the Head (or designate) within <a href="#">three months</a> of distribution.</p> <p>A student may contact committee members anytime during the initial four weeks of the examination period to clarify any questions. If problems arise in making such contact, they should be immediately resolved by consulting the <a href="#">Advisor</a> or the Associate Head (Graduate). Except for such clarifications, the student will be expected to work alone (i.e., neither solicit nor receive from committee members or other individuals any form of assistance in answering a question on the exam). If inordinate delays are encountered in obtaining materials from the <a href="#">University of Manitoba's Interlibrary Loan Document Delivery</a></p>
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Service, and if these resources are crucial for answering one or more questions on the candidacy examination, any time before the last week of the examination period the student may also request in writing permission from the Head for a time extension of up to 20-working days to submit the completed exam. The decision by the Head to grant the request will be based on the merits of the request, including documentation provided by the student, and the written approval of the Chair of the student's advisory committee. In cases of extended illness or crisis, extension of the deadline may be obtained from the Head (or designate). An optional oral exam to clarify performance is not allowed on the standard take-home examination. A second attempt at the examination will involve new questions. Unless otherwise noted, the general policies and procedures will be the same as described for the standard closed-book examination.

### 3) Open-Format Examination:

The examination is set by the Candidacy Examination Committee and will be independent of the thesis proposal. The examination consists of several questions which require answers:

- a) either in essay-style or in a combination of essay/oral-style; and
- b) either one or both of the following:
  - i. a sample application for a faculty-level research grant (following the most recent format required by CIHR, NSERC, or SSHRC);
  - ii. a research paper for which the student has sole responsibility or for which the student assumed first-authorship.

Students who choose to include only one of these optional elements will be required to answer as part of the candidacy examination between 3 and 6 questions, or questions based on 3 to 6 themes, posed by the Candidacy Examining Committee.

The committee may choose to have all or some of these questions answered in either written or oral format. All answers must be presented to the entire committee. Oral examinations with no written component will be limited to two ninety-minute sessions. Written examinations with no oral component may be answered in either close-book format or take-home format. If answered in a

	<p>closed-book format, then closed-book procedures will apply with the exception that the examination will consist of two three-hour examination periods across two consecutive days. If answered in a take-home format, then take-home procedures apply with the exception that the combined length of the answers should be no more than 75 double-spaced typed pages (excluding references and non-texted appendices specified in advance by the Candidacy Examining Committee).</p> <p>Students who choose to include both a sample grant application and a research paper will be required to answer as part of the candidacy examination between 2 <a href="#">two</a> and 4 <a href="#">four</a> questions posed by the Candidacy Examination Committee. The committee may choose to have all or some of these questions answered in either written or oral format. All answers must be presented to the entire committee. Oral examinations with no written component will be limited to two sixty-minute sessions. Written examinations with no oral component may be answered in either closed-book format or take-home format. If answered in a closed-book format, then closed-book procedures will apply with the exception that the examination will be completed within a single 4-hour session. If answered in a take-home format, then take-home procedures will apply with the exception that the combined length of the answers should be no more than 50 double-spaced typed pages (excluding references and non-texted appendices specified in advance by the Candidacy Examination Committee).</p> <p>Both oral questions and their answers will be audio recorded for possible future reference purposes. This recording will be held in the Psychology Graduate Office, and will be used only in situations in which the student appeals a failing grade for the oral examination. Once the student has passed and received Department approval, the audio recording will be destroyed.</p> <p>If written and oral questions are mixed, the requirements will be proportional to the amount of work and number of questions in each examination format.</p>
<p><b>5.9 Thesis Proposal</b></p> <p>Some units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific unit supplemental regulations. If units require thesis proposal approval, this exercise is independent from the candidacy examination. Regardless, the</p>	<p><i>Provide details of format, page limits, other guidelines, evaluation procedures, timeline for completion within the program, and any other regulatory procedural details.</i></p> <p>Under the supervision of the Advisor, the student</p>



proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.

prepares a written proposal which is submitted to the members of the Committee. A thesis proposal must indicate if the proposed research requires any waivers of, or exceptions to Departmental requirements and policies. Data collection, analysis and report of all research that is to be submitted by a student as part of thesis requirements must be carried out substantially by the student in consultation with his or her thesis examining committee. Exceptions to the preceding requirement may be granted by the Examination and Evaluation Committee when a written request is submitted to the Committee by the thesis supervisor on behalf of the student.

A specific research design may require an exception for reasons such as the following:

- some attribute of the experimenter is being used as an independent variable;
- the extraordinary demands of the research design make it difficult or impossible for one person to execute (e.g., time, legal, and specialized equipment requirements);
- the research is being conducted simultaneously in different locations;
- the research is susceptible to experimenter bias and/or demand characteristics.

After the Thesis Examining Committee has unanimously approved that the written thesis proposal be examined, the student is required to give a proposal oral, which will be chaired by the appointed departmental representative. The thesis proposal must receive unanimous consent at the oral. While data for the thesis proper should not be collected prior to the proposal oral, the collection of pilot data is not only permissible but encouraged.

Proposal orals will be scheduled through the Head. All members of the Thesis Examining Committee (including the additional member appointed only for the proposal oral) shall be present at the proposal oral, unless specifically exempted by the Head. Meetings not scheduled by the Head will not be officially recognized by the Department. Proposal orals will be held in the Duff Roblin Building in space allocated to the Psychology Department only during daytime business hours, Monday through Friday. Exceptions must be cleared through the Head.

One week prior to the proposal oral, a notice of

	<p>the oral and an APA-style abstract of the thesis proposal, both acceptable to the Head, will be distributed by the Head to faculty and graduate students. The full proposal will be deposited with the Head for perusal by staff and students during this one-week period. Any objection to the proposal must be sent to the Head and the Thesis Examining Committee at or before the proposal oral. Serious objections may require significant changes in the proposal.</p> <p>A thesis proposal is approved only when it demonstrates a scholarly understanding of an area, clearly delineates a rigorous investigative design dealing with a problem of psychology, and assures the Thesis Examining Committee that Graduate Studies' regulations will be satisfied when the thesis is completed. Proposals judged to be substandard in these respects by any member of the Thesis Examining Committee must be revised until the objection is satisfied.</p> <p>Following the proposal oral the Thesis Chairperson assumes major responsibility for guiding the student in thesis research. Due to the nature of psychological research some facets of a study may need changing. Major revisions must be approved beforehand by the Thesis Examining Committee.</p>
<p><b>5.10 Thesis</b></p> <p>An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication.</p> <p>The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the unit, be lucid and well written, and be reasonably free from errors of style and grammar (including typographical errors).</p> <p>The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at: <a href="http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html">http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html</a></p>	<p>The thesis should follow the style manual of the American Psychological Association and should be written in APA format (with the exception that figures and tables should be located within the body of the text rather than after the references).</p> <p>Details of style, etc. are the same for the Ph.D. thesis as for the Master's thesis.</p>
<p><b>5.11 Thesis Examination Procedures</b></p> <p>The final examination for the Ph.D. degree proceeds in three stages (see <a href="#">Figure 5-1</a>):</p> <ol style="list-style-type: none"> <li>1. Examination of the candidate's thesis by an internal examining committee.</li> <li>2. Examination of the candidate's thesis by an external examiner.</li> <li>3. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto.</li> </ol>	<p><i>Note: There is now an internal distribution of the thesis</i></p>
<p><b>5.11.1 Formation of the Examining Committee I - University of Manitoba (Internal)</b></p>	<p>The Thesis Final Examining Committee</p>

## 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.

~~The Advisor will recommend to the Head the names of the members of the Thesis Final Examining Committee. There must be at least five examiners, namely the Advisor, three other persons, one of whom will be from a department other than psychology, and an examiner external to the University. Normally, the Thesis Final Examining Committee will be comprised of the members of the Thesis Examining Committee plus an external examiner. In such a case the Committee would have five members: four Thesis Examining Committee members plus the external examiner. Other members may be added, but these must be justified in writing to the Head. In any event, at least 50 percent of the Thesis Final Examining Committee will be comprised of Psychology Department faculty.~~

~~The external examiner will hold an appointment outside of the University, and will be a distinguished scholar with particular expertise in the subject area. Operationally, this is someone who is referenced quite often in the dissertation. The Dean of the Faculty of Graduate Studies will choose the external examiner from the list of three potential external examiners provided by the candidate's advisor, in consultation with the Associate Head (Graduate), and will make the formal invitation to the external examiner. The Dean of the Faculty of Graduate Studies shall ensure the anonymity of the external examiner until it has been determined that the student can proceed to oral defence.~~

~~It is the responsibility of the Faculty of Graduate Studies to distribute the electronic version of the thesis to all examiners. The Academic Schedule in the Graduate Calendar should be consulted regarding dates by which theses must be submitted. The Dean of the Faculty of Graduate Studies will request the examiners to give a detailed written report of the thesis.~~

~~A written review by each examiner must be received and considered before a final oral examination is scheduled. Review of the Thesis and scheduling of the defence is the responsibility of the Faculty of Graduate Studies. The Rules and Regulations of this process are those of the Faculty of Graduate Studies.~~

The Thesis Final Examining Committee will normally comprise the members of the Thesis

	<p><u>Examining Committee plus the external examiner as named by the Faculty of Graduate Studies. Other members may be added upon approval of the Head. At least 50 percent of the Thesis Final Examining Committee must comprise Psychology Department faculty. It is the duty of the Thesis Final Examining Committee to review and report on the candidate's thesis. Details regarding the examination procedure and scheduling are found in the Graduate Studies Regulations and are the direct purview of the Faculty of Graduate Studies.</u></p>
<p><b>5.11.2 Formation of the Examining Committee II - External Examiner</b></p>	<p>The candidate's advisor/co-advisor, in consultation with the advisory committee, will recommend the names of three distinguished scholars from outside The University of Manitoba with particular experience in the field of the thesis research and Ph.D. student advisory/examination experience to serve as the external examiner to the Dean of the Faculty of Graduate Studies for approval via the Thesis Submission Portal on JUMP. The recommendations should, if possible, include a brief CV of each of the prospective external examiners and a short statement detailing the rationale behind the recommendations, the prospective external examiners' qualifications, including a current list of his/her scholarly publications and research activities and, importantly, their experience with graduate student education. No contact should be made with any of the prospective external examiners. If any of the recommended examiners does not meet the following criteria, specified below, a detailed explanation should be included with the rationale for the recommendation.</p> <p>The external examiner should:</p> <ul style="list-style-type: none"> <li>• hold a Ph.D. or equivalent;</li> <li>• hold the rank of Associate Professor, Full Professor, Senior Scholar or Emeritus Professor (or the equivalent if outside North America) at a university, or have comparable expertise and standing if not a faculty member at a university ;</li> <li>• have an established reputation in the area of the thesis research and be able to judge whether the thesis would be acceptable at an institution comparable to The University of Manitoba; and</li> <li>• have significant recent experience with the supervision and/or examination of Ph.D. students.</li> </ul> <p>The external examiner should not:</p> <ul style="list-style-type: none"> <li>• have acted as an external examiner for the same Ph.D. supervisor within the previous two years;</li> <li>• have been associated with the candidate at any time or in any significant way in the past five years, present or reasonably foreseeable future (advisor/co-advisor, colleague, teacher, co-author of published material, family member etc.); or</li> <li>• be associated with the candidate's advisor/co-advisor in any of the following ways: <ul style="list-style-type: none"> <li>• former student;</li> <li>• research advisor/co-advisor;</li> <li>• research collaborator within the last five years;</li> <li>• co-author of published material within the last five years. <ul style="list-style-type: none"> <li>○ have had a significant academic disagreement with the candidate, the advisor/co-advisor or any member of the advisory committee.</li> </ul> </li> </ul> </li> </ul> <p>The Dean of the Faculty of Graduate Studies will choose the external examiner from the list provided by the candidate's advisor/co-advisor and will make the formal invitation to the external</p>

<p>to comment on the merits of the thesis whether or not he/she is an expert in the field.</p> <p><b>5.12.5 Decision of the Committee:</b></p> <p>Following completion of the formal examination, the candidate and audience must leave the examination room. The decision of the examining committee will be based both on the content of the thesis and on the candidate's ability to defend it.</p> <p>The judgement of the examiners shall be reported by the Chair to the Faculty of Graduate Studies in the qualitative terms "pass" or "fail" on the "Final Examination of the Ph.D. Thesis" form.</p> <ul style="list-style-type: none"> <li>• Pass: the candidate has satisfactorily presented their findings orally and answered, to the satisfaction of the examination committee, the methodology, observations and conclusions presented in the thesis. The advisor/co-advisor is charged with ensuring that any minor editorial or typographical revisions are satisfactorily completed. Those examiners in agreement must indicate, by their signatures, concurrence with the passing grade.</li> <li>• Fail: the candidate has failed to adequately orally present, or satisfactorily respond to questions posed related to, the thesis. This shall include significant defects in conception, methodology or context. Those examiners in agreement must indicate, by his/her signature, concurrence with the failing grade.</li> </ul> <p>If the external examiner <u>or</u> two or more internal examiners indicate a fail, the candidate fails the examination. A copy of the report, including providing written detailed reasons for the decision, will be made available to the candidate by the Dean of the Faculty of Graduate Studies.</p>	<p><u>Once a defense has occurred, it is expected that the thesis manuscript will be finalized in a timely fashion. If revisions are required, the Committee will set a deadline for the student to complete these revisions. The student is expected to complete the revisions and provide the revised manuscript to the committee normally within one month of the defense. A longer timeline for completion may be allowed by the committee if it is deemed appropriate due to the nature of the research. However, if the revisions require substantial reworking of the manuscript to meet the standards of a pass, this should result in a failing grade at the defense. The committee is expected to respond to student revisions in a timely fashion, normally within two weeks of receiving the revised draft. Students are encouraged to defend their thesis/dissertation at least 6-8 weeks prior to the deadline for manuscript submission for the cycle in which they expect to convocate, to provide time for revisions. Students are encouraged to confirm that committee members are available, particularly for defense dates taking place during the summer months.</u></p>
<p><b>5.13 Candidate Awards</b></p> <p>The examination committee may recommend in writing to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.</p>	
<p><b>5.14 Graduation</b></p> <p>The candidate will be recommended for the Ph.D. degree upon receipt by the Faculty of Graduate Studies of favourable reports by the thesis examining committee, a corrected copy of the electronic version of the thesis submitted to MSpace, final approval and release forms, and providing all other degree requirements have been satisfied.</p> <p><b>Patents</b> –Refer to section 6 "Policy of Withholding Theses Pending Patent Applications" in this Guide.</p> <p><b>Restriction of Theses for Publication</b> – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one year after the submission of the digital version of a thesis to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.</p> <p><b>Library and Archives Canada</b> – Library and Archives Canada obtains a copy of the thesis via the University's MSpace repository.</p>	
<p><b>5.15 Student Withdrawal</b></p> <p>A student will be required to withdraw when the Ph.D. thesis has been rejected twice at the stage where:</p> <p>a) The internal examining committee reports on the merits of the written thesis;</p>	

## Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

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### Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider proposals from the Department of Surgery.

### Observations

1. The **Department of Surgery** proposes two (2) course deletions, SURG 7010, SURG 7020, and two (2) course introductions (i.e., re-instructions), SURG 7012 and SURG 7022 to reduce the credit hours of each course from 6 to 3 credit hours. The course changes are in response to the feedback received from students and faculty in the department and the recommendations of the 2013 graduate program review. Reducing the credit hours of each course will improve time to completion. Moreover, the redefine course contents will expose the graduate students to new research methodologies, improved evaluation methods and resources to translate knowledge into practice in addition to providing advanced skills applicable to surgical research.

#### Course Deletions

<b>SURG 7010 Surgery – Major Course in Surgical Problems (Part A &amp; Part B)</b>	<b>-6</b>
<b>SURG 7020 Surgery – Specialty Rounds in Surgical Problems (Part A &amp; Part B)</b>	<b>-6</b>

#### Course Introductions

<b>SURG 7012 Surgery – Major Course in Surgical Problems (Part A &amp; Part B)</b>	<b>+3</b>
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A series of short-course modules offered by surgeon-researchers covering the diverse aspects of knowledge translation in surgical research and practice. A compulsory course for MSc students in the Department of Surgery. Prerequisite: Students outside of Surgery require Graduate Chair permission.

<b>SURG 7022 Surgery – Speciality Rounds in Surgical Problems (Part A &amp; Part B)</b>	<b>+3</b>
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Under the mentorship of the student's advisor, independent study on the practice, theory and critical reflection methods of surgical research through the attendance to relevant specialty rounds and journal clubs; directed reading and reflective writings. Permission from Graduate Chair.

**Recommendations**

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

**Department of Surgery**

Respectfully submitted,

Dr. Todd A. M. Mondor, Chair  
Faculty Council Committee

/ak

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

<p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> <li>• Graduates of four (4) year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> <li>◦ Canadian institutions empowered by law to grant degrees; or</li> <li>◦ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies;</li> </ul> </li> <li>• Graduates from first-cycle Bologna compliant degrees;</li> <li>• Students who have completed a pre-Master's program from: <ul style="list-style-type: none"> <li>◦ The University of Manitoba;</li> <li>◦ Canadian institutions empowered by law to grant degrees; or</li> <li>◦ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.</li> </ul> </li> </ul> <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p><b>Note:</b> This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<ul style="list-style-type: none"> <li>• <i>Admission/selection committee composition (if applicable)</i></li> <li>• <i>Admission/selection procedures</i></li> <li>• <i>Indicate which specific major areas are acceptable</i></li> </ul> <p>This program is open only to holders of an MD degree who are currently enrolled in a postgraduate residency program in the Faculty of Medicine at the University of Manitoba.</p> <p>Students must include an approval letter from their Program Director of their residency training program with their pre-admissions documentation to the Department of Surgery.</p> <p>Students incorporate this program as part of their residency training, thereby qualifying for both.</p> <p>A meeting with the Department of Surgery Graduate Chair must be made prior to approval for admission.</p>
<p><b>4.3.2 Pre-Master's Programs</b></p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a pre-Master's program of study (Section 3).</p> <p>The pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4) year degree in the major department/unit, and to provide the student with any necessary prerequisites for courses to be taken in the Master's program.</p>	
<p><b>4.4 Program Requirements</b></p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p>	
<p><b>4.4.1 Thesis/Practicum Route</b></p> <p>A minimum of 12 credit hours of coursework, unless otherwise stated in the department/unit's supplemental regulations, plus a thesis or practicum is required. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the department/unit's supplemental regulations indicate</p>	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level, e.g., 7000), and credit hours</i></p> <p>Course work in the MSc program must include a minimum of twelve (12) credit hours at the <del>700</del>7000 level.</p>



otherwise. The student must complete the thesis/practicum at The University of Manitoba.	<p><u>SURG 7012 (3 credit hours)</u>  <u>Major Course in Surgical Problems</u>  <u>This course is mandatory for all students in the program.</u></p> <p><u>Three (3) credit hours are available from the following Department of Surgery courses:</u></p> <p><u>SURG 7022 (3 credit hours)</u>  <u>Specialty Rounds in Surgical Problems</u></p> <p>SURG 7030 (3 credit hours)  Advance Surgery: Subspecialty Rounds</p> <p><u>It is also recommended that a minimum of three (3) credit hours be successfully completed through one or more of the following courses offered by Community Health Sciences:</u></p> <p><u>SURG 7010 (6 credit hours)</u>  <u>Major Course in Surgical Problems</u></p> <p><u>SURG 7020 (6 credit hours)</u>  <u>Specialty Rounds in Surgical Problems</u></p> <p><u>SURG 7030 (3 credit hours)</u>  <u>Advance Surgery: Subspecialty Rounds (academic half day of specialty residency program) is mandatory for students.</u></p> <p><u>It is also recommended a minimum of three (3) credit hours be successfully completed through one or more of the following courses offered by Community Health Sciences:</u></p> <p>CHSC 7810 (3 credit hours)  Biostatistics for Health &amp; Human Sciences</p> <p>CHSC 7820 (3 credit hours)  Biostatistics for Community Health I</p> <p>CHSC 7830 (3 credit hours)  Biostatistics for Community Health II</p>
<p><b>4.4.2 Course-based/Comprehensive Examination Route</b></p> <p>A minimum of 24 credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p><i>Note: Minimum of 18 credit hours must now be taken at the 7000 level or above.</i></p> <p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level, e.g., 7000), and credit hours</i></p> <p>This program does not offer a comprehensive examination option.</p>
<p><b>4.4.3 Accredited Professional Route</b></p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	

## **Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes**

---

### **Preamble**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Education, Université de Saint-Boniface.

### **Observations**

1. The **Faculty of Education, Université de Saint-Boniface** M.Ed. program proposes changes to its supplemental regulations, specifically deletion of the practicum route. The thesis and comprehensive examination routes will be retained. This is in line with the Departments of Curriculum, Teaching and Learning and Educational Administration, Foundations & Psychology at the University of Manitoba, which do not offer the practicum route. The M.Ed. at USB is offered on a part-time basis and thus undertaking a practicum is not realistic for students who mostly work on a full-time basis. In addition, the comprehensive exam is flexible and allows students to complete either a literature review or a school-based project. The latter offers students a practical option to complete their program. The amended supplemental regulations follow this report.

### **Recommendations**

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

**Faculty of Education, Université de Saint-Boniface**

Respectfully submitted,

Dr. Todd A. Mondor, Chair  
Faculty of Graduate Studies Executive Committee

/ak

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

<p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the unit and may follow the unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p> <p>All students must complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within one year of initial registration.</p>	<p>au minimum le cours EDUA 5801 (Introduction à la recherche en éducation) durant leur programme de maîtrise ou avant d'y être admis.</p> <p><b>Research course</b> All students must complete, during the program or prior to entry into the program, course EDUA 5801 (Introduction to Research in Education).</p> <p><b>Cours obligatoires</b> Les cours suivants sont obligatoires selon le programme choisi:</p> <p>Administration scolaire: EDUA 7011 Administration scolaire en tant que champ d'étude et d'application OU EDUA 7051 Perspectives théoriques de l'administration scolaire</p> <p>Counselling scolaire : EDUA 7521 Séminaire – Stage counselling EDUA 7551 Théories en counselling</p> <p>Langue, Littérature et Curriculum EDUA 7081 Principes d'organisation et de mise en application du curriculum OU EDUB 7111 Recherche sur l'acquisition de la langue et de la littérature</p> <p>Éducation inclusive EDUA 7601 Séminaire en éducation inclusive</p> <p>Required coursework The following courses are mandatory: Educational Administration; EDUA 7011 Administration scolaire en tant que champ d'étude et d'application or EDUA 7051 Perspectives théoriques de l'administration scolaire</p> <p>School Counselling: EDUA 7521 Séminaire – Stage counselling EDUA 7551 Théories en counselling</p> <p>Language, Literacy and Curriculum EDUA 7081 Principes d'organisation et de mise en application du curriculum or EDUB 7111 Recherche sur l'acquisition de la langue et de la littérature</p> <p>Inclusive Education EDUA 7601 Séminaire en éducation inclusive</p>
<p><b>4.4.1 Thesis/Practicum Route</b></p> <p>A minimum of 12 credit hours of coursework, unless otherwise stated in the unit's supplemental regulations, plus a thesis or practicum. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum</p>	<p>maîtrise avec mémoire; scolarité de 18 crédits Il faut prendre au moins 12 crédits au niveau 7000 en éducation; on peut prendre un maximum de six crédits aux niveaux 7000/5000 en éducation ou au niveau 3000 ou plus</p>

of 24 credit hours of coursework is allowed unless the unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.

dans une autre faculté. Bref, le mémoire est un exposé écrit des résultats d'un travail de recherche poursuivi dans le cadre d'un programme de deuxième cycle. Il doit démontrer que l'étudiante ou l'étudiant a des dispositions pour la recherche et qu'il sait bien rédiger et présenter les résultats de son travail. L'étudiante ou l'étudiant qui opte pour la voie mémoire doit : identifier et définir un problème ou un sujet de recherche; s'engager activement dans un processus systématique visant à étudier le sujet de recherche et à faire la collecte et l'analyse des données; démontrer une maîtrise de connaissances dans un domaine spécialisé de l'éducation; réussir la soutenance de son mémoire dans le cadre d'un forum universitaire et public.

**maîtrise avec stage; scolarité de 18 crédits**

~~Il faut prendre au moins 12 crédits au niveau 7000 en éducation; on peut prendre un maximum de six crédits aux niveaux 7000/5000 en éducation ou au niveau 3000 ou plus dans une autre faculté. Le stage, tel que déterminé par la directrice ou le directeur et les membres du jury, devrait permettre à l'étudiante ou à l'étudiant de vivre une expérience professionnelle significative. Bien qu'il soit l'équivalent du mémoire sur le plan académique, il met l'accent sur l'application des connaissances et doit faire l'objet d'un rapport. Un stage doit aborder une question importante en éducation et exiger une méthodologie solide de mise en application des connaissances. L'étudiante ou l'étudiant doit réussir la soutenance de son stage dans le cadre d'un forum universitaire et public.~~

Thesis route: A Thesis and 18 credit hours are required. At least 12 credit hours must be taken at the 7000 level in the Faculty of Education; 6 credit hours may be taken at the 5000/7000 level in the Faculty of Education or at the 3000 level or above in other faculties. A thesis is a written dissertation presenting the findings of a research project conducted in a graduate program. It must demonstrate a candidate's ability to conduct research and present the findings. Candidates who opt for the thesis route must: identify and define a research problem; engage in a systematic process to investigate the research problem and collect and analyze data; demonstrate a mastery of knowledge related to their specific field of study; pass an oral examination open to all members of the University community and the public.

~~Practicum route: A practicum and 18 credit hours are required. At least 12 credit hours must be taken at the 7000 level in the Faculty of Education; 6 credit hours may be taken at the 5000/7000 level in the Faculty of Education or at the 3000 level or above in other faculties. A practicum, as determined by the practicum advisor and the members of the examination committee, provides the opportunity to take part in a significant professional experience. Although similar to a thesis in academic terms, it focuses on the practical application of knowledge. A practicum involves the investigation of a research problem and requires a solid methodology. It must be presented in a written report. Candidates who opt for the practicum route must pass an oral examination open to all members of the University community and the public.~~

<p><b>4.4.6 Transfer Credit</b></p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> <li>≠ must be approved for transfer to the program of study by the unit and the Faculty of Graduate Studies before the student may register for them;</li> <li>≠ are considered on an individual basis;</li> <li>≠ cannot be used for credit towards another degree;</li> <li>≠ may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required.</li> </ul> <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office; an original transcript and course equivalency must be provided.</p>	
<p><b>4.4.7 Time in Program</b></p> <p>The minimum time for students in the Master's program is equivalent to two terms. Most units require more than this and students should check unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four years for students declared as full-time and six years for students declared as part-time ( see section 1.4.1). Individual units and/or programs may have specified minimum and maximum time limits, and students should periodically check unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies <b>at least three, but no more than four, months</b> prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	<p>Les étudiantes et étudiants de l'USB demandent un statut d'études à temps partiel au moment de l'admission, ce qui fait en sorte qu'ils doivent terminer leur programme au plus tard six années après leur date d'admission.</p> <p>Students declare part-time status at time of admission, which provides them a maximum of six years to complete their program.</p>
<p><b>4.5 Student's Advisor/Co-Advisor</b></p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one term following registration. The advisor must:</p> <ul style="list-style-type: none"> <li>≠ hold at least a Master's degree or equivalent</li> <li>≠ be a member of the Faculty of Graduate Studies,</li> <li>≠ have expertise in a discipline related to the student's program, and</li> <li>≠ hold an appointment in the student's unit.</li> <li>≠ have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy).</li> </ul> <p>It is the responsibility of the unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the unit Head, within one term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p> <p>In special circumstances, an advisor and co-advisor, upon approval of the unit Head may advise</p>	<p><b>Conseillères ou conseillers intérimaires</b></p> <p>Lors de l'admission au programme de maîtrise en éducation, la conseillère ou le conseiller des programmes d'études supérieures travaillera en collaboration avec les membres du corps professoral de la Faculté d'éducation pour superviser le programme d'études de l'étudiante ou de l'étudiant, le guider dans son choix de cours et remplir son rapport de progrès. Sur approbation de la vice-doyenne de la Faculté d'éducation de l'USB, la conseillère ou le conseiller intérimaire : a) peut également assumer le rôle de directrice ou de directeur de mémoire, <del>de stage</del> ou d'examen de synthèse et/ou; b) peut être remplacé à n'importe quelle étape du programme d'études.</p> <p><b>Curriculum Supervisor</b></p> <p>Upon acceptance into the M. Éd. Program, the Graduate Student Coordinator will collaborate with Faculty members to oversee the student's program, provide advice on course selection and complete the Progress Report. Upon approval by the Associate Dean of the Faculty of Education, the curriculum supervisor: a) may also act as thesis, <del>practicum</del> or comprehensive examination advisor and/or; b) may be replaced with a thesis/ <del>practicum</del>/comprehensive exam advisor at any time during the student's coursework.</p>

<p>a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both co-advisors' signatures are required on all documents where the advisor's signature is required.</p> <p>The advisor/co-advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work.</p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same unit.</p> <p>The advisor and co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor/co-advisor and the student are required to sign the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, Head of the unit or the Dean of the Faculty of Graduate Studies.</p> <p>Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the unit Graduate Chair, the Head of the unit or to the Dean of the Faculty of Graduate Studies.</p> <p>All students should consult unit supplemental regulations for specific details regarding advisor/co-advisor requirements.</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>	<p><b>Directrice ou directeur de mémoire, <del>de stage</del> ou d'examen de synthèse</b></p> <p>Au plus tard un semestre après que l'étudiante ou l'étudiant a terminé ses cours, la Faculté d'éducation désignera, en consultation avec ce dernier, une direction de mémoire, <del>de stage</del> ou d'examen de synthèse. Tous les professeurs chargés de la direction de mémoires, <del>de stages</del> ou d'examens synthèses doivent être membres de la Faculté des études supérieures de l'Université du Manitoba et être spécialistes de la spécialisation choisie par l'étudiante ou l'étudiant. Lorsque la directrice ou le directeur a signalé son consentement, la coordonnatrice ou le coordonnateur des programmes d'études supérieures en informe la vice-doyenne de la Faculté d'éducation de l'USB qui confirme la nomination. La directrice ou le directeur est dorénavant responsable de superviser le mémoire, <del>le stage</del> ou l'examen de synthèse et de remplir le rapport de progrès de l'étudiante ou de l'étudiant. Sur approbation de la vice-doyenne de la Faculté d'éducation de l'USB, la directrice ou le directeur peut être remplacé à n'importe quelle étape du projet de recherche.</p> <p>La directrice ou le directeur d'un mémoire <del>ou d'un stage</del> doit s'assurer de lire et de signer, en collaboration avec son étudiante ou étudiant, l'entente <i>Lignes directrices pour le Directeur et L'Étudiant</i>, et ce, avant que celui-ci commence sa recherche et au plus tard avant la soumission de son rapport de progrès.</p> <p><b>Thesis, <del>Practicum</del> or Comprehensive Examination Advisor</b></p> <p>No later than one term following completion of a student's coursework, the Faculty of Education will appoint, in collaboration with the student, a thesis, <del>practicum</del> or comprehensive examination advisor. Faculty members eligible to serve as thesis, <del>practicum</del> or comprehensive examination advisors must be members of the Faculty of Graduate Studies and specialists in the area of specialization selected by the student. The student will select a proposed advisor from the list of eligible faculty members. Having obtained the consent of the proposed advisor, the graduate student coordinator will ask for the approval of the Associate Dean of the Faculty of Education at USB. Once appointed, the thesis, <del>practicum</del> or comprehensive examination advisor will be responsible for supervising the student's thesis, <del>practicum</del> or comprehensive examination as well as completing the student's Progress Reports. Upon approval by the dean, the thesis, <del>practicum</del> or comprehensive examination advisor may be replaced at any time during the course of the student's research project.</p> <p><i>The advisor of a student who has chosen the thesis <del>or practicum</del> route is responsible for reading and signing, in collaboration with the student, the Advisor-Student Guidelines (ASG).</i></p>
<p><b>4.6 Advisory Committee</b></p> <p><b>4.6 1 Thesis/Practicum Route</b></p> <p>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</p>	<p>Un minimum de trois personnes doivent participer au jury de mémoire <del>ou de stage</del> y compris le directeur, dont une personne ne doit avoir aucune affiliation à la Faculté d'éducation de l'USB. Un minimum de deux personnes doivent être membres de la Faculté des études supérieures. Un minimum de trois personnes doivent participer au jury d'examen de synthèse y</p>

<p>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, under normal circumstances, that advisory committee members have a Master's degree or equivalent and have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy). 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. A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisory committee member with an appointment in the same unit. Graduate students may not serve on graduate student advisory committees.</p> <p>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.</p> <p>Additional specifications regarding the advisory committee are found in the unit supplemental regulations and students should consult these regulations for specific requirements.</p> <p><b>4.6.2 Course-based/Comprehensive Examination Route</b></p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the unit's supplemental regulations and students should consult these regulations for specific requirements.</p> <p><b>4.6.3 Accredited professional programs</b></p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	<p>compris le directeur dont au moins deux personnes doivent être membres de la Faculté des études supérieures.</p> <p>For the thesis <del>and practicum</del> routes, the committee must consist of a minimum of three people, including the advisor, one of whom must be from outside the USB Faculty of Education.</p> <p>The Comprehensive Examination Committee must consist of a minimum of three people, including the advisor. At least two people on the Committee must be members of the Faculty of Graduate Studies.</p>
<p><b>4.7 Courses and Performance</b></p> <p><b>4.7.1 Course or Program Changes</b></p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and unit Head. Withdrawal from courses or changes of course category without such approval will result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p><b>4.7.2 Lapse of Credit of Courses</b></p> <p>Courses completed more than seven years prior to the date of awarding of a degree may not normally be used for credit toward that degree.</p>	<p><i>Les cours terminés plus de sept (7) ans avant la date d'obtention du grade de maîtrise ne seront pas pris en compte dans le cadre de ce grade.</i></p>
<p><b>4.7.3 Academic Performance</b></p> <p>Student progress shall be reported <b>at least</b> annually to the Faculty of Graduate Studies on the "Progress Report" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two consecutive "in need of improvements" normally requires the student to withdraw from the Faculty of Graduate Studies.</p>	
<p><b>4.7.4 Performance in Coursework</b></p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty</p>	<p>Les étudiantes et étudiants ne peuvent répéter qu'une seule fois un cours dont la note est insuffisante ou remplacer celui-ci par un cours équivalent jusqu'à concurrence de six heures crédits.</p> <p>A student may be permitted to remove deficiencies in grades</p>



of Graduate Studies.	by repeating the course or by taking an equivalent substitute course only once for each course to a maximum of 6 credit hours of coursework. All remediation plans must be approved by the Dean of the Faculty of Graduate Studies.
<b>4.7.5 Performance not related to Coursework</b>  In some units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report Form" ( <a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a> ). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the unit Head to the Dean of the Faculty of Graduate Studies.	
<b>4.8 Requirements for Graduation</b>  All students must: <ul style="list-style-type: none"> <li>≠ maintain a minimum degree grade point average of 3.0 with no grade below C+;</li> <li>≠ meet the minimum and not exceed the maximum course requirements, and</li> <li>≠ meet the minimum and not exceed the maximum time requirements.</li> </ul> Individual units may have additional specific requirements for graduation and students should consult unit supplemental regulations for these specific requirements.	
<b>4.8.1 Thesis/Practicum Route</b>  <b>4.8.1.1 Thesis vs. Practicum</b>  Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum.  A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The rigour required for the practicum is equal to that required for the thesis. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual units have specific requirements for graduation and students should consult unit supplemental regulations for specific requirements.  The thesis is developed under the mentorship of the advisor/co-advisor. Individual units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee/unit Head; students should consult unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.	<p><b>Mémoire - Approbation du sujet du projet de recherche</b>  Avec l'appui de sa directrice ou de son directeur de mémoire, l'étudiante ou l'étudiant choisit un sujet de recherche et rédige une proposition de sujet qui comprendra les éléments suivants :</p> <ul style="list-style-type: none"> <li>≠ la proposition d'un titre;</li> <li>≠ un bref exposé de la nature, de l'envergure et de l'objectif du projet de recherche (maximum de 500 mots);</li> <li>≠ un examen préliminaire de la documentation pertinente;</li> <li>≠ un exposé dans lequel la méthodologie de collecte et d'analyse des données est explicitée. Le mémoire démontrera que l'étudiante ou l'étudiant maîtrise un champ de spécialisation, a des dispositions pour la recherche et sait bien rédiger et présenter les résultats de son travail.</li> </ul> <p>Le sujet de recherche doit être approuvé par la directrice ou le directeur de mémoire et ensuite par les membres du jury. Ceux-ci peuvent approuver ou refuser le sujet ou y suggérer des modifications. Les membres du jury doivent signaler leur approbation à la Faculté des études supérieures en remplissant le formulaire <i>Master's Thesis/Practicum Proposal</i>.</p> <p>Avant d'entamer une recherche qui comprend la participation de sujets humains, il faut la faire évaluer et approuver par le Comité d'éthique de la recherche (CER) de l'USB.</p> <p><b>Thesis Approval</b>  With the advice of the thesis advisor, the student will choose a thesis topic and prepare a thesis proposal which shall, at a minimum, include:</p> <ul style="list-style-type: none"> <li>≠ a proposed title;</li> </ul>



	<p>≠ a brief statement on the nature, scope and objective of the project (maximum 500 words);</p> <p>≠ a preliminary review of the general literature dealing with the project; and a statement of the methods to be used to collect data and how the data will be analyzed.</p> <p>The thesis proposal will show that students have mastered an area within their specialisation, have necessary research skills and are able to present their findings in an appropriate format.</p> <p>Once the thesis proposal has been prepared by the student and approved by the Thesis Advisor, it will be presented to the Thesis Advisory Committee (see 4.8.1.2), which may approve, disapprove or suggest modifications to the proposed thesis research. The Thesis Advisory Committee must fill out the <i>Master's Thesis/Practicum Proposal</i> form when the thesis proposal is approved.</p> <p>Research involving human subjects requires ethics approval by the REB at USB prior to initiation of the thesis research.</p> <p><b>Approbation du stage</b>  <del>Avec l'appui de son directeur de stage, l'étudiante ou l'étudiant rédige une proposition de stage qui comprend les éléments suivants :</del></p> <ul style="list-style-type: none"> <li><del>≠ la suggestion d'un titre;</del></li> <li><del>≠ un bref exposé de la nature, de l'envergure et de l'objectif du projet de stage (maximum de 500 mots);</del></li> <li><del>≠ un examen préliminaire de la documentation pertinente;</del></li> <li><del>≠ un exposé dans lequel la méthodologie, les stratégies et l'échéancier sont proposés.</del></li> </ul> <p><del>La proposition de stage doit d'abord être approuvée par la directrice ou le directeur de stage et ensuite par les membres du jury. Ceux-ci peuvent accorder ou refuser leur approbation du stage, ou y suggérer des modifications. Les membres du jury doivent signaler leur approbation à la Faculté des études supérieures en remplissant le formulaire <i>Master's Thesis/Practicum Proposal</i>.</del></p> <p><del>Avant d'entamer un stage qui comprend la participation de sujets humains, il faut le faire évaluer et approuver par le Comité d'éthique de la recherche (CER) de l'USB.</del></p> <p><b>Practicum Approval</b>  With the advice of the Practicum Advisor, the student will prepare a practicum proposal which shall, at a minimum, include:</p> <ul style="list-style-type: none"> <li><del>≠ a proposed title;</del></li> <li><del>≠ a brief statement on the nature, scope and objective of the practicum (maximum 500 words);</del></li> <li><del>≠ a preliminary review of the general literature dealing with the practicum; and</del></li> <li><del>≠ a plan of action which will outline the methods, deliverables, and time lines.</del></li> </ul> <p><del>The practicum proposal must be approved by the Practicum Advisor and considered by the Practicum Advisory Committee (see 4.8.1.2), which may approve, disapprove or suggest modifications to the proposed practicum experience. Members of the practicum Advisory Committee must fill out the <i>Master's Thesis/Practicum Proposal</i> form when the</del></p>
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	<p><del>practicum proposal is approved.</del></p> <p><del>Research involving human subjects requires ethics approval by the REB at USB prior to initiation of the practicum.</del></p>
<p><b>4.8.1.2 Examining Committee</b></p> <p><b>4.8.1.2 Examining Committee</b></p> <p>The advisor/co-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 (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>). This form must be approved by the Dean of the Faculty of Graduate Studies prior to the distribution of the thesis</p> <p>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/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. 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 Master's 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>≠ Acceptable, without modification or with minor revision(s); or</li> <li>≠ Acceptable, subject to modification and/or revision(s); or</li> <li>≠ Not acceptable.</li> </ul> <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p>	<p><b>Composition du jury de mémoire <del>ou de stage</del></b></p> <p>La directrice ou le directeur de mémoire <del>ou de stage</del> recommande la nomination des membres du jury à la vice-doyenne de la Faculté d'éducation de l'USB qui accorde son approbation. La nomination des membres du jury doit également être signalée à la Faculté des études supérieures par le biais du formulaire <i>Master's Thesis/Practicum Title and Appointment of Examiners</i>. Un minimum de trois personnes doivent participer au jury, dont une personne ne doit avoir aucune affiliation à la Faculté d'éducation de l'USB. Un minimum de deux personnes doivent être membres de la Faculté des études supérieures.</p> <p><b><del>Thesis or Practicum</del> Examination Committee</b></p> <p>The student's advisor will recommend a suggested Thesis <del>or Practicum</del> Committee to the Associate Dean of the Faculty of Education at USB who will approve the Committee. The Committee must consist of a minimum of three people, one of whom must be from outside the Faculty of Education at USB. At least two people on the Thesis <del>or Practicum</del> Committee must be members of the Faculty of Graduate Studies. The appointment of the members of the Committee will be recorded on the <i>Thesis/Practicum Title and Appointment of Examiners</i> form which will be sent to the Faculty of Graduate Studies.</p>
<p><b>4.8.1.3 Oral Examination</b></p> <p>For units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the unit's responsibility to warn the student of any risk involved should he/she decide to proceed against the unit's recommendation.</p> <p>All members of the examining committee should be present at the examination. If an examining committee member cannot attend the defence, prior approval must be obtained from the Faculty of Graduate studies for the defence to proceed. Under no circumstances can the student participate by video conferencing. Regardless of open or closed status, no recording devices will be permitted.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then approve that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral</p>	<p><b>Défense orale du mémoire</b></p> <p>Le mémoire doit être revu et accepté par tous les membres du jury avant de passer à l'étape de la défense orale. La directrice ou le directeur de mémoire, de concert avec l'étudiante ou l'étudiant, choisit la date de défense du mémoire et avise les membres du jury de cette date au moins 10 jours à l'avance.</p> <p>La directrice ou le directeur de mémoire préside la séance. À l'occasion de la défense orale de son mémoire, l'étudiante ou l'étudiant doit présenter son mémoire pendant une période de 30 à 40 minutes. Une période formelle de questions suit. Suite à cette période de questions, l'étudiante ou l'étudiant et les membres de l'auditoire doivent quitter la salle pour permettre au jury de délibérer et de décider s'il a réussi la partie écrite et orale de son mémoire. Il n'est pas nécessaire que la décision soit unanime; une voix dissidente est permise. Si deux membres du jury ou plus jugent que le mémoire est un échec, la note d'échec sera attribuée à l'étudiant. La décision doit être inscrite sur le formulaire <i>Master's Thesis/Practicum Final Report</i>. La mention « succès » ou « échec » est communiquée</p>

examination and the written thesis/practicum.

The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.

The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the thesis/practicum final report form ([http://umanitoba.ca/faculties/graduate\\_studies/forms/index.html](http://umanitoba.ca/faculties/graduate_studies/forms/index.html)). Each examiner must indicate his/her opinion by his/her signature. If two or more examiners do not approve the thesis, then the student is deemed to have failed the defence.

The examining committee may recommend to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.

à l'étudiante ou à l'étudiant immédiatement après la période de délibération. S'il y a lieu, les membres du jury doivent spécifier la nature des révisions à effectuer ainsi que le délai accordé pour effectuer lesdites révisions. La directrice ou le directeur de mémoire doit s'assurer que les révisions sont apportées au mémoire. Il est également responsable de signer un formulaire confirmant que les révisions ont été faites conformément aux exigences du jury et de soumettre celui-ci à la vice-doyenne de la Faculté d'éducation de l'USB. Si la défense orale se solde par un échec, l'étudiante ou l'étudiant ne peut se réinscrire qu'une seule fois au mémoire et procéder à nouveau à la défense orale.

#### **Thesis Oral Examination**

Provided the thesis is deemed "acceptable without modification or with minor revision(s)" or "acceptable subject to modification and/or revision(s)" by the Thesis Examining Committee, the candidate will stand for an oral examination on the subject and matters related thereto. The Thesis Advisor will notify members of the Examining Committee about the date and place of the oral examination at least 10 days in advance.

In the oral examination, the Thesis Advisor acts as the Chair of the Thesis Examining Committee. The student will be asked to make a 30 to 40 minute summary presentation on the nature and significance of the research. This will be followed by a question period after which the committee shall deliberate. The student and audience will be asked to leave during this period of deliberation. Members of the committee must come to a decision as to whether the candidate has passed his or her written and oral thesis examination. Unanimity is no longer required; a dissenting voice provision has been included in the oral defence process. If two or more examiners do not approve the thesis, the student is deemed to have failed the defence. This decision must be recorded on the *Master's Thesis/Practicum Final Report*. The candidate will be invited back into the room and be made aware of the "pass" or "fail" grade and, if applicable, the nature of the revisions requested. If revisions are required, then the Thesis Examining Committee must specify the nature of revisions required as well as a deadline by which the revisions must be completed. The advisor is responsible for ensuring that revisions are completed according to the instructions of the Thesis Examining Committee. The advisor is also required to submit a signed statement to the Associate Dean of the Faculty of Education at USB that the required revisions have been completed.

No student may sit for this examination more than twice.

#### **Défense orale du stage**

~~Le rapport de stage doit être revu et accepté par tous les membres du jury avant de passer à l'étape de la défense orale. La directrice ou le directeur de stage, de concert avec l'étudiante ou l'étudiant, choisit la date de défense orale du stage et avise les autres membres du jury de cette date au moins dix jours à l'avance.~~

~~Le directeur de stage préside la séance. À l'occasion de la défense orale du stage, l'étudiante ou l'étudiant doit présenter son stage pendant une période de 30 à 40 minutes. Une~~

	<p>période formelle de questions suit. Suite à l'examen, l'étudiante ou l'étudiant et les membres de l'auditoire doivent quitter la salle pour permettre au jury de délibérer et de décider s'il a réussi la partie orale et écrite de son stage. Il n'est pas nécessaire que la décision soit unanime; une voix dissidente est permise. Si deux membres du jury ou plus jugent que le stage est un échec, la note d'échec sera attribuée à l'étudiant. La décision doit être inscrite sur le formulaire <i>Master's Thesis/Practicum Final Report</i>. La mention « succès » ou « échec » est communiquée à l'étudiante ou à l'étudiant immédiatement après la période de délibération. S'il y a lieu, les membres du jury doivent également spécifier la nature des révisions à effectuer. La directrice ou le directeur de stage doit s'assurer que les révisions sont apportées au rapport. Il est également responsable de signer un formulaire confirmant que les révisions ont été faites conformément aux exigences du jury et de soumettre celui-ci à la vice-doyenne de la Faculté d'éducation à l'USB. Si la défense orale se solde par un échec, l'étudiante ou l'étudiant ne peut se réinscrire qu'une seule fois au stage et procéder à nouveau à la défense orale.</p> <p><b>Practicum-Oral Examination</b>  Provided the practicum is deemed "acceptable without modification or with minor revision(s)" or "acceptable subject to modification and/or revision(s)" by the Practicum Examining Committee, the candidate will stand for an oral examination on the subject and matters related thereto. The practicum advisor will notify members of the Practicum Examining Committee about the date and place of the oral examination at least 10 days in advance.</p> <p>In the oral examination, the Practicum Advisor acts as the Chair of the Practicum Examining Committee. The student will be asked to make a 30 to 40 minute summary presentation on the nature and significance of the practicum. This will be followed by a question period after which the committee shall deliberate. The student and audience will be asked to leave during this period of deliberation. Members of the committee must come to a decision as to whether the candidate has passed his or her written and oral practicum examination. Unanimity is no longer required; a dissenting voice provision has been included in the oral defence process. If two or more examiners do not approve the practicum, the student is deemed to have failed the defence. This decision must be recorded on the <i>Master's Thesis/Practicum Final Report</i>. The candidate will be invited back into the room and be made aware of the "pass" or "fail" grade and, if applicable, the nature of the revisions required. If revisions are required, then the Practicum Examining Committee must specify the nature of revisions as well as a deadline by which the revisions must be completed. The advisor is responsible for ensuring that revisions are completed according to the instructions of the Practicum Examining Committee. The advisor is also required to submit a signed statement to the Associate Dean of the Faculty of Education at USB that the required revisions have been completed.</p> <p>No student may sit for this examination more than twice.</p>
4.8.1.4 Failure	

## **Report of the Joint Senate Committee (JSC) on Joint Masters Programs between the University of Winnipeg and the University of Manitoba**

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### **Preamble**

1. For information on the powers and duties of the Joint Senate Committee (JSC), please visit point #2 of the committee's terms of reference which are available at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/503.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/503.html)
2. The JSC voted via e-mail on May 22, 2018 to consider a proposal from the Department of Political Studies for the Master of Public Administration (MPA-JMP) Program.

### **Observations**

The **Department of Political Studies** proposes course changes to the Masters of Public Administration (MPA-JMP) program; two course deletions POLS 6500, POL 6510 and two course introductions POLS 7800, POLS 7810. This change reflects the Faculty of Graduate Studies' advice to move to 7000 level course numbers for the MPA Co-op courses, in recognition of the graduate level education. It also reflects the need to move to 0 credit hours status for the co-op courses from 3 credit hours. This will bring them in line with other Co-op courses, while maintaining the appropriate number of credit hours students take within the MPA program.

#### **Course Deletions:**

**POLS 6500 Co-operative Education Work 1** **-3**

**POLS 6510 Co-operative Education Work 2** **-3**

#### **Course Introductions:**

**POLS 7800 MPA Co-operative Education Term 1** **+0**

This work term enables MPA students to gain experience in public or non-profit sector employment. Work terms are normally paid positions offered by employers in the public or non-profit sectors for a minimum of 13 weeks. Learning objectives are established by the employer, in conjunction with the student and Co-op Course Director. Students with significant public or non-profit sector work experience may apply to have this course requirement waived. The course cannot be held with POLS 6500. Course graded pass/fail.

**POLS 7810 MPA Co-operative Education Work Term 2** **+0**

This work term enables MPA students to gain experience in public or non-profit sector employment. Work terms are normally paid positions offered by employers in the public or non-profit sectors for a minimum of 13 weeks. Learning objectives are established by the employer, in conjunction with the student and Co-op Course Director. Students with significant public or non-

profit sector work experience may apply to have this course requirement waived. The course cannot be held with 6510. Course graded pass/fail.

**NET CREDIT HOUR CHANGE**

**-6**

**Joint Senate Committee recommends THAT: the course changes from the unit listed below be approved by Senate:**

**Department of Political Studies**

Respectfully submitted,

Zana Lutfiyya, Chair  
Joint Senate Committee

/py

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

	<p>In consultation with the Chair of the JDC, the student will select a supervisor, appropriate thesis topic, and after meeting with supervisor, complete a thesis proposal that will be approved by the JDC.</p> <p>Students who choose to do the Business-Government Relations stream will complete, as part of their program, 12 credits of approved coursework through the Asper School of Business. These courses will be chosen in consultation with the Program Advisor.</p> <p><b><u>Students admitted in September 2017 or later</u></b></p> <p>There is no Thesis Route in the 36 credit hour MPA Program.</p>
<p><b>4.4.2 Course-based/Comprehensive Examination Route</b></p> <p>A minimum of 24 credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p><b><u>Students admitted prior to September 2017</u></b></p> <p>All students who were admitted to the 48 credit hour MPA program prior to September 2017 are required to complete a minimum of 24 credit hours (with a minimum of 18 credit hours at the 7000 level), up to a maximum of 48 credit hours (consisting of up to 27 credit hours of core courses and up to 21 credit hours of elective courses).</p> <p>The number of courses to be completed will be determined at the point of admission into the program by the Chair of the JDC and approved by the JDC.</p> <p>In the 48 credit hour program, students must complete a comprehensive examination.</p> <p>Core coursework at the UM and UW include the following:</p> <p><b><u>Core Courses at UM:</u></b></p> <ul style="list-style-type: none"> <li>• POLS 7300 Research Methods in the Study of Politics (3)</li> <li>• POLS 7290 The Canadian Policy Process (6)</li> <li>• POLS 7290 The State in the Economy (6)</li> <li>• POLS 7300 Theory of Public Administration (3)</li> <li>• POLS 7300 Issues of Public Administration (3)</li> </ul> <p><b><u>Core Courses at UW:</u></b></p> <ul style="list-style-type: none"> <li>• Pol 4415 / 9030 State in the Economy (6)</li> <li>• Pol 7301 / 9012 Administrative Theory (6)</li> <li>• Pol 7320 / 9370 Seminar in Public Policy Process (3)</li> <li>• Pol 7325 / 9380 Seminar in Public Policy Issues (3)</li> </ul> <p><b><u>Students admitted in September 2017 or later</u></b></p>

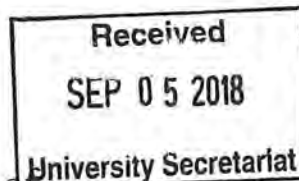
	<p>All students who were admitted to the 36 credit hour MPA program in September 2017 or later are required to complete 36 credit hours of core and elective coursework, with a minimum of 18 credit hours at the 7000 level.</p> <p>The 36 credit hours of coursework includes the following:</p> <ul style="list-style-type: none"> <li>• POLS 7130 / POLS 9050 Theory and Issues in Public Administration (3)</li> <li>• POLS 7132 / POLS 9060 Public Policy Process and Issues (3)</li> <li>• POLS 7134 / POLS 9440 Qualitative Methods and Communications (3)</li> <li>• POLS 7136/ POLS 9070 Governance and Administration (3)</li> <li>• POLS 7138/ POLS 9430 Quantitative Methods for Policy Analysis (3)</li> <li>• POLS 7140 / POLS 9420 Principles of Public Finance for Policy Analysis (3)</li> <li>• POLS 7980 / POLS 9620 Professional Development Workshops (3)</li> <li>• POLS 7990/ POLS 9610 MPA Capstone Course (3)</li> <li>• POLS <del>6500</del>–<del>7800</del> Co-operative Education <del>Work-Term 1</del> (03)</li> <li>• POLS <del>6510</del>–<del>7810</del> Co-operative Education <del>Work-Term 2</del> (03)</li> </ul> <p>In either the 48 or 36 credit hour programs, students who choose to do the Business-Government Relations stream will complete, as part of their program, 12 credits of approved coursework through the Asper School of Business. These courses will be chosen in consultation with the Program Advisor.</p>
<p><b>4.4.3 Accredited Professional Route</b></p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	
<p><b>4.4.4 Language Reading Requirements</b></p> <p>Some departments/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	<p>There is no language requirement.</p>
<p><b>4.4.5 Advanced Credit</b></p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on an individual basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the " Advance Credit -Transfer of Courses" form (<a href="http://umanitoba.ca/faculties/graduate_studies/forms/index.html">http://umanitoba.ca/faculties/graduate_studies/forms/index.html</a>).</p>	<p>Students who were admitted to the previous 48-credit hour program may receive advance standing for program-relevant coursework taken beyond a general BA. In such instances, the student must have achieved a minimum of a B-grade (3.0) in the courses considered. Students</p>





UNIVERSITY  
OF MANITOBA

Rady Faculty of  
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## Memo

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**To:** Mr. Jeff Leclerc  
Secretary, Board of Governors, University of Manitoba  
Dr Mark Torchia  
Chair, Senate Committee on Instruction and Evaluation (SCIE)

**From:** Dr Brian Postl and Dr Cliff Yaffe

**Date:** August 21, 2018

**Re:** CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal

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Please find attached the Max Rady College of Medicine, Postgraduate Medical Education (CPGME) policy and procedures concerning resident assessment and the full continuum of potential academic outcomes for residents. This policy is being resubmitted for SCIE approval, and is a revision to the existing CPGME Assessment, Remediation, Probation and Dismissal policy last approved on June 25, 2014 (old version attached for information).

Since the last approval, there has been significant change to how Residents are assessed and promoted in both **Royal College of Physicians and Surgeons of Canada (RCPSC)** and **College of Family Physicians of Canada (CFPC)** residency programs. The **Royal College of Physicians and Surgeons of Canada (RCPSC)** has moved from the traditional time-based training to competency-based education (CBME). Competency-based medical education (CBME) is an outcomes based approach to the design, implementation, assessment and evaluation of a medical education program using an organizing framework of competencies. The competencies taught and learned are based on the abilities needed to practice medicine. CBME approach to medical education focuses on learning the 'outcomes' or the abilities needed to practice. CBME also involves designing training with an explicit progression of expertise, from novice to expert.

The **College of Family Physicians of Canada (CFPC)** has implemented the triple C which is a competency-based curriculum for family medicine residency training based on the CanMEDS-FM framework and the Evaluation Objectives in Family Medicine.

Due to above the changes the existing **CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal** policy was extensively reviewed and separated in the three policies to ensure trainees in the traditional time-based curriculums and competency-based curriculums have the appropriate policies for their cohort.

The three policies listed below fully and clearly outline the principles and procedures for the fair and transparent assessment, progression and promotion of postgraduate learners in the traditional time based training and competency-based training, including corrective remediation, probation, suspension and dismissal.

1. **CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal – RCPSC Time-Based**

The revision was approved at the PGME Executive Committee January 16, 2018, the Max Rady College of Medicine, Dean's Council on April 24, 2018 and the College Executive Council on May 8, 2018. (old version attached for information).

2. **CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for RCPSC Competency-Based Medical Education Residency Programs**

The revision was approved at the PGME Executive Committee January 12, 2018, the Max Rady College of Medicine, Dean's Council on April 24, 2018 and the College Executive Council on May 8, 2018.

3. **CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for CFPC Competency-Based Medical Education Residency Programs**

The revision was approved at the PGME Executive Committee April 10, 2018, the Max Rady College of Medicine, Dean's Council on April 24, 2018 and the College Executive Council on May 8, 2018.

Please contact Dr. Cliff Yaffe, Associate Dean PGME if you have any questions or concerns regarding the attached.

Thank you.

Yours Truly,



Brian Postl, MD, FRCPC

Dean, Max Rady College of Medicine  
Dean & Vice-Provost (Health Sciences)

BP/CY/wc

Dr. Peter Nickerson  
Acting Dean  
Rady Faculty of Health Sciences  
University of Manitoba



Cliff Yaffe MD, FRCSC, FACS  
Associate Dean, Postgraduate Medical Education

**Report of the Senate Committee on Instruction and Evaluation RE: Revised CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal – RCPSC Time-Based, Max Rady College of Medicine, Rady Faculty of Health Sciences**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_comm/itees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_comm/itees/502.html).
2. At its meeting on October 18, 2018 SCIE considered a proposal from the Rady College of Medicine, Rady Faculty of Health Sciences to revise the Max Rady College of Medicine Postgraduate Medical Education (CPGME) Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal policy for the time-based cohort.

**Observations:**

1. The Royal College of Physicians and Surgeons of Canada has moved from the traditional time-based training to competency-based medical education, which will result the proposal of a number of new policies, along with revision of the CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal policy.
2. A large cohort of trainees will continue to be assessed in the traditional time-based model, until they have completed their residency training.
3. Notable changes to the document include:
  - a) The definitions section has been revised to include defined terms consistent with the policies which are being proposed for the competency-based curriculum model.
  - b) The newly developed PGME-Education Advisory Committee (EAC) has been introduced to replace the need for ad-hoc probation committees. The EAC would be responsible for the approval of Remediation Plans and Probation Plans.
  - c) Along with some reorganization of the document, a variety of editorial and formatting changes have been made throughout.

**Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the revisions to the CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal policy – RCPSC Time-Based, Max Rady College of Medicine, Rady Faculty of Health Sciences, effective Fall 2019.**

Respectfully submitted,

Dr. Mark Torchia, Chair  
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.





## Max Rady College of Medicine Policy

<b>Policy Name:</b>	<b>CPGME Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy</b>
<b>Application/Scope:</b>	Postgraduate Medical Education Residents in Time-Based Residency Program Cohorts
<b>Approved (Date):</b>	FEC, 16Jan09; Addendum 11March09; CPGME Executive Nov. 6, 2008, January 16, 218
<b>Review Date:</b>	September 2015, October 2017, January 2021
<b>Revised (Date):</b>	April 5, 2017. May 8, 2017, January 16, 2018
<b>Approved By:</b>	Senate: June 25, 2014 Dean's Council & Faculty Executive Council: September 10, 2013 Dean's Council April 24, 2018, College Executive Council May 8, 2018

### BACKGROUND

The training requirements of Residency Programs define specific competencies attained by residents in accordance with the standards (STR) and objectives (OTR) of the Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC) or equivalent for the non-medical Residency Programs.

The processes of resident assessment, progression and promotion for time-based Residency Program cohorts are guided by the following principles:

- The assessment is linked to the rotation-specific learning objectives
- The assessment is criterion-based
- The process is clear and is uniformly applied
- The assessment provides informative, accurate and timely feedback to the residents and to the Residency Program Directors
- The formative assessment information supports ongoing resident development and provides valuable information to instructors in order to design appropriate Remediation experiences
- Summative assessment information obtained from end of rotation assessments support the ongoing learning of residents and assist in confirming that residents have met the required educational standards and are safe to practice upon completion of their residency training
- The process ensures fairness, including the right of the resident to be heard and to respond within a reasonable period of time

- All decisions pertaining to the assessment and the potential outcomes for residents **must** be justified and documented in writing
- It is important that the process for identification of those learners who may be in academic difficulty is timely, transparent and fair

## DEFINITIONS

**Academic Year** – is the time interval that commences July 1<sup>st</sup> and finishes June 30<sup>th</sup> and constitutes thirteen four-week blocks of training for residents. On occasion, a trainee may be out-of-phase and may have a starting date other than July 1<sup>st</sup> and will be promoted to the next year of training on the anniversary of their start date, adjusted on an ongoing basis

**Anonymous materials** – materials in which the authorship has not been disclosed

**Assessment** – is a process of gathering and analyzing information on competencies from multiple and diverse sources in order to measure a trainee's competence or performance to defined criteria. Components of the assessment process might include the following:

- **Formative assessment** – assessment for the purposes of providing feedback to guide further learning. Furthermore, it may provide diagnostic information regarding the need for Remediation
- **Summative assessment** – assessment for the purposes of advancement, credentialing or completion
- **Criterion-referencing** – Comparing trainee performance to defined criteria. This is required for summative assessment
- **Norm-referencing** – Comparing trainee performance to a defined reference group. This is not sufficient for summative assessment, but may be useful as an adjunct to criterion referencing in formative assessment

**Block** – is one of thirteen time intervals within each academic year. With the exceptions of Block 1, Block 7 (Winter Holiday) and Block 13, all blocks consist of four-week intervals of training and are considered equivalent for the purpose of scheduling educational activities for trainees in the hybrid competency-based medical education model

**Borderline Assessment** – is one where the resident is deemed to have passed but there are weaknesses that warrant further attention. This may occur on a rotation assessment (ITAR/ITER) or on a Summary Assessment

**CanMEDS** – the RCPSC framework describing the seven physician roles: 1. Medical Expert; 2. Communicator; 3. Collaborator; 4. Leader; 5. Health Advocate; 6. Scholar; 7. Professional

**Certification** – is formal recognition of satisfactory completion of all necessary training, assessment and credentialing requirements of a medical discipline, indicating competence to practice independently

**CMPPA** – Canadian Medical Protective Association

**Competence** – is the array of abilities across multiple domains or aspects of physician performance

**Competency** – is an observable ability of a health care professional that develops through stages of expertise from novice to master

**Competent** – possessing the required abilities in all domains at a particular stage of medical education or practice

**CPGME** – (Max Rady) College (of Medicine) Postgraduate Medical Education

**CPSM** – College of Physicians and Surgeons of Manitoba

**Dismissal** – is the termination of the trainee's enrollment in the training program due to academic, professionalism and/or other reasons

**Educational Handover** – is a process by which information about a trainee's performance is shared with future supervisors in order to facilitate guidance and progress

**End of Rotation Assessment** – see ITAR/ITER

**FITER** – Final In-training Evaluation Report

**Incomplete Rotation** – means that the trainee has completed less than the minimum seventy-five per cent time span of the rotation required in order to ensure patient safety, appropriate supervision and opportunities for observation and assessment

**ITAR/ITER** – In-training Assessment Report/In-training Evaluation Report is a tool for assessment at the end of each rotation/clinical learning experience for trainees

**LOA** – Leave of Absence

**MRA** – Mid-rotation Assessment

**MSAS** – Medical Staff Administrative Services Office

**Must** – as it relates to this policy, the use of the word “must” indicates that meeting the standard is absolutely necessary

**Objective (Learning Objective)** – is a clear, concise and specific statement of observable behaviors that can be assessed during and at the conclusion of the learning activity. It is also known as a **performance objective** or a **competency**

**OTR** – Objectives of Training Requirements (RCPSC)

**PARIM** – Professional Association of Residents and Interns of Manitoba

**PGME** – Postgraduate Medical Education is synonymous with CPGME

**PGME Education Advisory Committee (PGME-EAC)** – is the subcommittee of the PGME Executive Committee which is responsible for reviewing and approving all major decisions related to trainee progression and promotion by the Competence Committee and by Program Directors, especially those related to possible Remediation, Probation, Suspension and Dismissal/Withdrawal from the Residency Program. The PGME-EAC deals with issues of a clinical, academic or professional nature

**Probation** – is an interval/period of training during which the trainee is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program. Probation implies the possibility of Dismissal from the Residency Program if sufficient improvement in performance is not identified at the end of the Probation Period. It is comprised of a formal program/plan of individualized educational support, assessment and monitoring designed to assist the trainee in correcting identified serious performance deficiencies

**Probation Plan** – is a formal document approved by the PGME Education Advisory Committee and the Associate Dean, PGME detailing the terms, possible outcomes and specific conditions of the Probation Period

**RCPSC** – Royal College of Physicians and Surgeons of Canada

**Remediation Agreement** – is a formal document generated by the Resident Program Committee and approved by the Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a Remediation

**Remediation** – is an interval of training consisting of a formal program of individualized educational support, assessment and monitoring which is designed to assist a trainee in correcting identified areas of performance deficiencies. The goal of Remediation is to maximize the chance that the trainee will successfully complete the Residency Program

**Remediation Plan/Focused Learning Plan** – is a formal document outlining the details pertaining to the competencies on which the trainee will focus, the resources required and the Remediation Supervisor during the Remediation. The Remediation Plan/Focused Learning Plan is the central pillar of the Remediation Agreement

**Remediation Rotation** – is a formal supervised period of time included in the Remediation Plan/Focused Learning Plan

**Resident** – a physician trainee registered in an accredited Residency Program following eligible undergraduate training leading to certification of attestation in a recognized specialty or subspecialty. The terms resident and trainee will be used interchangeably in this policy

**Residency Program Committee (RPC)** – the committee and sub-committees, as applicable, chaired by the Program Director that supports the Program Director in the administration and coordination of the Residency Program. The Program Director is Chair of the RPC

**RORP** – Report of Resident Progress is a summative narrative report documenting resident assessment and overall progress in the Residency Program, including readiness for advancement to the next stage of training/completion of training

**Rotation** – is an interval of time, usually consisting of a portion (two weeks) of a block to multiple blocks to which residents are assigned for training. Rotations may consist of consecutive blocks or may be fractionated over longer periods of time as in the case of longitudinal rotations

**Should** – the use of the word “should” indicates that meeting the standard is an attribute to be highly desirable

**STR – Standards of Training Requirements (RCPSC)**

**Supervisor – Clinical** – is the physician to whom the resident reports during a given interval of time, such as an on-call shift

**Supervisor – Rotation** – is a member of the teaching faculty who has direct responsibility for the resident's academic program activities, such as meeting the milestones and competencies during the rotation

**Supplementary Rotation** – is an additional rotation required for a trainee to meet all of the goals and objectives not obtained during their original rotation

**Suspension** – is the temporary removal of a resident from clinical and academic activities

**Trainee** – is an individual in a period of formal structured professional clinical education

**Trigger Event** – is any event that sets a course of action in motion. Previous decisions are revisited and new needs are recognized. With respect to resident training, assessment and progression, the trigger event might be related to failure of the trainee to achieve the required clinical or academic competencies or might be related to the trainee's professional conduct. This could lead to a series of actions, including Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program

**WRHA** – Winnipeg Regional Health Authority

**Working Days** – include Monday through Friday and exclude weekend days, statutory holidays and acknowledged University of Manitoba closure days

## **1. PURPOSE**

- 1.1 Outline the policies and procedures for the fair and transparent assessment, progression and promotion of postgraduate learners in time-based Residency Program cohorts
- 1.2 Outline the policies and procedures for managing postgraduate learners with areas of deficiency in their training. The policies and procedures will include the following and are illustrated in the process flow chart in **Appendix 1: PGME Assessment, Promotion** process maps and **Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal** process maps:
  - Remediation
  - Probation
  - Suspension
  - Dismissal/Withdrawal from the Residency Program

## **2. POLICY STATEMENTS – ASSESSMENT**



- 2.1 For all Residency Programs, there **must** be a clear statement outlining the goals and the educational objectives for the residents
- 2.2 There **must** be clearly-defined rotation-specific objectives as follows:
  - 2.2.1 The objectives **must** cover the CanMEDS competencies for specialty programs
  - 2.2.2 The educational objectives **must** be reflected in the assessment of residents
  - 2.2.3 The current goals and objectives for the Residency Program **must** be distributed to all residents and faculty prior to the beginning of the rotation
  - 2.2.4 The statement of goals and objectives **must** be reviewed regularly (at least every two years) by the Residency Program Director and the Residency Program Committee
- 2.3 Resident assessment **must** comply with the following:
  - 2.3.1 For all Residency Programs, the residents **must** receive regular and timely feedback on their performance and progress by means of the use of appropriate performance-based assessment informed by direct observation
  - 2.3.2 Unsolicited anonymous materials/data may not be used in any evaluative or disciplinary proceeding or action involving a resident. The Dean or Associate Dean, PGME may inquire or investigate into matters raised by unsolicited anonymous materials
  - 2.3.3 The use of solicited aggregate anonymous materials/data such as multisource (360-degree) feedback designed to provide clinical performance measures as well as attitudinal and professional behavior assessment of the trainee is allowable
  - 2.3.4 Assessment **must** occur on a regular basis as follows:
    - 2.3.4.1 Mid-rotation assessment is very important as it is intended to be formative to guide the resident toward successful completion of the rotation. As such, it is **not** subject to appeal
    - 2.3.4.2 End-of-rotation assessment must occur with the resident on a face-to face basis **and** the assessment must be documented
    - 2.3.4.3 At least semi-annually, the Residency Program Director or designate must complete an online summary assessment (RORP) for each resident in the Residency Program and must discuss it with the resident at a face-to-face meeting

2.3.4.3.1 Summary assessments are based on multiple sources such as the following:

- Rotation Assessments
- Feedback from health care team members, patients and families
- In-training and other examination results

2.3.5 Assessment **must** be timely

2.3.6 The assessment **must** meet the specific requirements of the Residency Program

2.3.7 The assessment **must** be appropriate for the competency being assessed

2.3.8 Assessment **must** be based on the rotation-specific goals and objectives

2.3.9 The assessment process **must** include identification of the expected level of resident performance

2.4 All Residency Programs **must** have formal online mid-rotation (MRA) and end-of-rotation assessment tools (ITAR/ITER) which **must** comply with the following:

- Approved by the RPC
- Include assessment of the rotation-specific goals and objectives
- Available to all residents prior to commencement of the rotation
- Include a clear indication of the performance of the residents
- Include ability for the resident to sign the assessment and to include comments

2.5 Assessments are the property of the resident and the University of Manitoba and will be kept confidential unless patient safety might be compromised in the process or for the purposes of educational handover

2.5.1 Educational Handover to Rotation Supervisors of future rotations must be restricted to areas of deficiency requiring improvement. The decision to allow handover and the specific content must be approved by the RPC

2.6 The trainee may appeal summative assessments (including ITAR/ITER) with aggregated data from multiple sources

### 3. PROCEDURES – ASSESSMENT (see Appendix 1: PGME Assessment, Promotion process maps)

3.1 **Prior to** commencement of a rotation, the following procedures apply:

- 3.1.1 The resident **must** be provided with and **must** review information from their Home Residency Program that clearly outlines the goals and objectives and the assessment processes for the rotation
- 3.1.2 The resident should meet face-to-face with the Rotation Supervisor and review the goals and objectives, clinical, academic and professional expectations and duties for the rotation
- 3.2 At the **mid-point** of a rotation, the following procedures apply:
  - 3.2.1 For all rotations with a duration of four weeks or greater, the Rotation Supervisor **must** complete an online mid-rotation assessment (MRA) which should be discussed at a timely face-to-face meeting with the resident
    - 3.2.1.1 For rotations less than four weeks in duration, the completion of an online mid-rotation assessment is recommended but optional
  - 3.2.2 For residents considered to **require improvement** or to have **unsatisfactory** performance at the midpoint of a rotation, regardless of the duration of the rotation, the Rotation Supervisor **must** complete an online mid-rotation report (MRA) **and must** discuss it at a face-to-face meeting with the resident
    - 3.2.2.1 The MRA **must** clearly state that the resident's performance **requires improvement** or is **unsatisfactory** and must outline the specific areas of deficiency that require improvement by the completion of the rotation
    - 3.2.2.2 The resident **must** electronically verify that they have read the assessment
- 3.3 At the **completion** of a rotation, the following procedures apply:
  - 3.3.1 The Rotation Supervisor **must** complete the online assessment (ITAR/ITER) which **must** be available to the resident within **ten working days of the last day of the rotation**
  - 3.3.2 The resident **must** electronically verify that they have read the assessment
    - 3.3.2.1 The resident has the option of adding any comments to the report
  - 3.3.3 For the resident whose overall performance meets or exceeds the expectations of the rotation, the Rotation Supervisor **must** discuss the assessment at a face-to-face meeting with the resident, preferably **prior to the last day of the rotation**
- 3.4 For **Borderline Rotation Assessments (ITAR)**, the following procedures apply:
  - 3.4.1 The Rotation Supervisor **must** immediately inform the Home Residency Program Director that the resident has received a **borderline assessment** on the rotation

- 3.4.2 The Rotation supervisor or delegate **must** discuss the assessment at a face-to-face meeting with the resident **within five working days** of the end of the rotation and preferably by the last day of the rotation
  - 3.4.3 The Home Residency Program Director **must** discuss the assessment at a face-to-face meeting with the resident **within ten working days of the last day of the rotation**. (If completed within five working days, this may also serve as the meeting as per 3.4.2)
  - 3.4.4 While a single **borderline** assessment is not in and of itself a failure, the Residency Program Director may decide that **Remediation** is the most appropriate option, which should be documented on a RORP detailing the context and rationale that justifies the Remediation
  - 3.4.5 Two **borderline** assessments documented on an ITAR for a specific rotation must be considered equivalent to an **unsatisfactory** assessment. This situation constitutes grounds for **Remediation**, which should be documented on a RORP detailing the context and rationale that justifies the Remediation
  - 3.4.6 The Home Program Director **must** notify the Associate Dean, PGME and Chair of PGME-EAC (by email or hard copy) upon completion of a RORP indicating a need for Remediation
  - 3.4.7 Two **borderline** assessments will be considered equivalent to an **unsatisfactory** assessment for the purpose of calculating the maximum of three **unsatisfactory** assessments
- 3.5 For **Failed Rotation Assessments (ITAR)**, the following procedures apply:
- 3.5.1 The Rotation Supervisor will immediately inform the Home Residency Program Director that the resident has **failed** the rotation
  - 3.5.2 The Rotation Supervisor or delegate **must** discuss the assessment at a face-to-face meeting with the resident **within five working days** of the end of the rotation and preferably by the last day of the rotation
  - 3.5.3 The Residency Program Director **must** discuss the assessment at a face-to-face meeting with the resident **within ten working days of the last day of the rotation**. (If completed within five working days, this may also serve as the meeting for 3.5.2)
  - 3.5.4 The Residency Program Director will inform the resident that they will require **Remediation** in light of the assessment
  - 3.5.5 The Residency Program Director will submit a request (email or hard copy) for **Remediation, Probation or Dismissal** to the Associate Dean, PGME and Chair of PGME-EAC **within five working days of receiving notification of the assessment** by the Rotation Supervisor

- 3.5.6 The decision to request a Remediation should be documented on a RORP detailing the context and rationale that justifies the Remediation
- 3.5.7 In the case of an assessment that indicates unsatisfactory resident performance and the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly serious nature, then the Residency Program Director **must** consult the Chair of PGME-EAC and Associate Dean, PGME for advice with respect to considering Probation/Dismissal
- 3.6 For Incomplete **Rotations**, the following procedures apply:
- 3.6.1 Should a resident fail to complete seventy-five per cent of a rotation, then the Rotation Supervisor and/or Residency Program Director will record this as an incomplete rotation on the rotation assessment
- 3.6.1.1 Trainees who are demonstrating a pattern of incomplete rotations will be subject to review by the Residency Program Director and/or the Associate Dean, PGME
- 3.6.2 In order to receive credit on the rotation the resident **must** complete a supplementary rotation and **must** meet all of the goals and objectives of the rotation, taking both the original incomplete and the supplementary rotation credits into account
- 3.6.2.1 The exact nature and duration of a supplementary rotation may vary depending on the nature of the original rotation and the proportion missed, but shall not exceed the duration of the original rotation. This will be determined conjointly by the Rotation Supervisor and the Residency Program Director
- 3.6.2.2 If a resident completes a supplementary rotation and passes, then they will receive credit for a pass on one rotation
- 3.6.2.3 If the resident's assessment is **borderline** or **unsatisfactory** on the combination of the incomplete and supplementary rotations taken as a whole, then this will be considered to be the equivalent of a **borderline** or **unsatisfactory** assessment on the original rotation
- 3.6.3 Length of training will be extended by the duration of incomplete rotation
- 3.7 For Summary **Assessments (RORP)**, the following procedures apply:
- 3.7.1 A RORP will be completed by the Residency Program Director under the following circumstances:
- Semi-annually for each resident
  - In the event of a decision to request Remediation, Probation or Dismissal, whether based on global performance or cumulative borderline ITARs

- As often as determined necessary by the Residency Program Director to document ongoing progress in training
- 3.7.2 The RORP will include the resident's strengths and weaknesses and opportunities for improvement
- 3.7.3 The RORP will include a recommendation by the Residency Program Director as to the resident's progress in the Residency Program as follows:
- The resident should continue with no interruption
  - The resident should continue with no interruption but **must** demonstrate resolution of noted areas of weakness by the next assessment
  - The resident should undertake a Remediation
  - The resident should undertake a Probation
- 3.7.4 The Summary Assessment may conclude that a resident's performance is **deficient** based on global outcomes despite the absence of similar outcomes on individual rotation assessment (ITAR)
- 3.7.5 Upon completion of the RORP as an online document, the Residency Program Director will arrange a timely face-to-face meeting with the resident to discuss the RORP
- 3.7.6 In the event of a recommendation for Remediation, Probation or Dismissal, the Residency Program Director **must** comply with the following:
- Notify the Associate Dean, PGME and Chair of PGME-EAC (email or hard copy immediately)
  - Accelerate completion of the RORP within five working days of the decision
  - Discuss the assessment with the resident at a face to face meeting within ten working days of the decision
- 3.7.7 The resident must verify online that they have read each RORP
- 3.7.8 The resident may add any pertinent comments to the RORP
- 3.7.9 In the case of an **unsatisfactory** Summary Assessment in which the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly **serious nature**, then the Residency Program Director must consult the Associate Dean, PGME for advice with respect to considering Probation (see Section 8 and Section 9)

#### 4. POLICY STATEMENTS – PROMOTION

- 4.1 A resident shall be promoted from one to the next level of training when they have overall met expectations with respect to assessment for **all** rotations and Summary Assessments for the preceding academic year
- 4.2 Time spent on **Remediation** may or may not be counted toward the total of the thirteen blocks comprising the year of training
- 4.3 Time spent on **Probation** ordinarily would not be counted toward the total of the thirteen blocks comprising the year of training

#### 5. PROCEDURES – PROMOTION (see Appendix 1: PGME Assessment, Promotion process maps)

- 5.1 The Residency Program Director in discussion with the Residency Program Committee (RPC) must approve all promotions of residents in the Residency Program
- 5.2 The Residency Program will ensure documentation of the resident's promotion online
  - 5.2.1 Any changes in the resident's starting date for the next year of training must be documented
- 5.3 For a resident in their final year of training who is expected to successfully complete the Residency Program, the completed and signed **Final In-Training Evaluation Report (FITER)** must be submitted for signed approval by the Associate Dean, PGME

#### 6. POLICY STATEMENTS – REMEDIATION

- 6.1 Remediation is generally considered a learning opportunity for the resident to correct a deficiency related to clinical, academic or professional competencies or objectives
- 6.2 A resident is required to undergo a remedial rotation on the basis of one or more of the following trigger events:
  - One **unsatisfactory** rotation assessment
  - Two **borderline** rotation assessments
  - A pattern of consistent deficiency or weakness on a Summary Assessment
  - A failing grade on an in-training examination or other progress assessment
- 6.3 The duration of a Remediation must be based on the expected time required to meet the goals and objectives of the Remediation

6.3.1 The Maximum allowed total duration of a Remediation for one trigger event is one year after which the Remediation is deemed unsatisfactory

6.4 The duration of a Remediation must not be less than one-half the length of the failed rotation or four weeks

6.5 The PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME **must** review and approve all Remediation Plans prior to commencement

6.6 In the event that the Family Medicine Program Director determines that a Leave of Absence (LOA) is necessary for a resident during the Remediation, then the Remediation Program is considered incomplete

6.6.1 The Remediation Plan/Focused Learning Plan will be redesigned upon the resident's return from the LOA

6.7 The trainee may appeal Remediation decisions

6.8 During Remediation, the trainee is allowed to apply for a transfer to another Residency Program

## **7. PROCEDURES – REMEDIATION (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process map)**

7.1 The Residency Program Director, in consultation with the RPC **must** submit a formal request for Remediation to the Associate Dean, PGME and Chair of PGME-EAC with a copy to the resident, within **five working days of the notification to the Program Director of the “trigger event” for the Remediation**. The decision to request a remediation should be documented on a RORP detailing the context and rationale that justifies the remediation

7.1.1 The Associate Dean, PGME or Chair of PGME-EAC will confirm if the remediation is warranted to proceed

7.2 The Residency Program Director **must** submit a formal **Remediation Plan/Focused Learning Plan** to the Associate Dean, PGME and Chair of PGME-EAC **within fifteen working days of the notification to the Program Director of the occurrence of the “trigger event”** for the Remediation. An extension of this timeline may be allowed, upon request to the Associate Dean, PGME in cases of marked complexity. The Remediation Plan must include the following:

- Description of the deficiencies
- The specific resources being offered and deployed for correcting the deficiencies
- Duration of the Remediation rotation
- Intervals for interim assessments



- Potential outcomes
  - Remediation Supervisor, who is one of the following:
    - One of the Residency Program faculty
    - Not the Rotation Supervisor
    - Not administratively involved in the sequence of events that led to the Remediation
- 7.2.1 The Education Advisory Committee (PGME-EAC) will review all submitted documents and materials pertaining to the request for Remediation and the formal Remediation Plan from the Program Director in a timely manner and will reach a consensus with respect to approval of the request for Remediation
- 7.3 The PGME Education Advisory Committee (PGME-EAC) **must** review all submitted formal Remediation Plans/Focused Learning Plans in a timely manner and **must** reach a consensus with respect to one of the following:
- Approval of the Remediation Plans/Focused Learning Plans without revision
  - Revision and approval of the Remediation Plans/Focused Learning Plans
- 7.4 The PGME-EAC **must** communicate all Remediation Plan/Focused Learning Plan decisions to the Residency Program Director
- 7.5 The formal Remediation Plan **must** be detailed in conformity with the **Remediation Agreement Document** of the University of Manitoba Max Rady College of Medicine and **must** be signed by the resident, Residency Program Director, Remediation Supervisor, Chair, Education Advisory Committee (PGME-EAC) and Associate Dean, PGME (**see Appendix 4: PGME Remediation Agreement Template**)
- 7.6 The Program Director **must** discuss the approved Remediation Plan with the Remediation Supervisor, Academic Advisor prior to implementation
- 7.7 The Remediation Supervisor is responsible for monitoring the trainee's progress during the Remediation, as follows:
- 7.7.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Remediation Supervisor
  - 7.7.2 The Remediation Supervisor **must** meet with the trainee regularly to discuss their progress with respect to the Remediation/Focused Learning Plan

- 7.7.3 The Remediation Supervisor **must** report the trainee's progress, including the outcome of the Remediation to the Residency Program Committee
- 7.8 A rotation assessment will be completed for the Remediation rotation
- 7.9 If the resident passes the Remediation rotation, then they subsequently return to their regularly scheduled rotations in the Residency Program
- 7.9.1 The time spent during Remediation is usually **not** credited toward the final requirements of training
- 7.9.2 The Associate Dean, PGME will exercise discretion in determining whether the Remediation is credited in accordance with the requirements of the RCPSC
- 7.10 If the resident does **not** pass the Remediation rotation, then the Residency Program Director, in consultation with the RPC will recommend to the Associate Dean, PGME, one of the following:
- An extended Remediation rotation
  - A Probation rotation
  - Dismissal from the Residency Program
- 7.11 The Associate Dean, PGME, in consultation with the PGME-EAC will consider the recommendations of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed
- 7.12 The Residency Program Director **must** complete the Assessment and Outcome portions of the Remediation Agreement Document for review and approval by the Chair of PGME-EAC and the Associate Dean, PGME

## 8. POLICY STATEMENTS – PROBATION

- 8.1 A resident may be required to undergo Probation on the basis of one or more of the following trigger events:
- One **unsatisfactory** Remediation rotation assessment or a failure to progress at an interim assessment on a Remediation
  - One **unsatisfactory** regular rotation assessment, if the clinical, academic or professional deficiency is considered by the PGME-EAC to warrant immediate Probation
  - Two **borderline** rotation assessments, if the clinical, academic, or professional deficiency is considered by the PGME-EAC to warrant immediate Probation

- A failing grade on an in-training examination, if the deficiency is considered by the PGME-EAC to be of sufficient gravity to warrant immediate Probation
- One **unsatisfactory** Summary Assessment, if the clinical, academic or professional deficiency is considered by the PGME-EAC to warrant immediate Probation
- The occurrence of a clinical, academic or professional event or incident that indicates a deficiency considered by the PGME-EAC to be either non-remediable or of sufficient gravity to warrant immediate Probation

8.2 The duration of a Probation rotation will be at least four weeks or one-half of the duration of the failed rotation, whichever is longer

8.3 The duration of the Probation rotation will not exceed twelve weeks or the duration of the failed rotation, whichever is shorter

8.4 The PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME **must** review and approve all Probation Plans prior to commencement

8.5 In the event that the Family Medicine Program Director determines that a Leave of Absence (LOA) is necessary for a resident during the Probation, then the Probation Program is considered incomplete

8.5.1 The Probation Plan will be redesigned upon the resident's return from the LOA

8.6 The trainee may appeal **only** the outcome decision at the conclusion of the Probation

8.7 During Probation, the trainee is not allowed to apply for transfer to another Residency Program

## 9. PROCEDURES – PROBATION (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process map)

9.1 The Residency Program Director, in consultation with the Residency Program Committee (RPC) will submit a formal request for Probation to the Associate Dean, PGME and Chair of PGME-EAC with a copy to the resident **within five working days of the notification to the Program Director of the occurrence of the “trigger event” for the Probation**. The decision to request a probation should be documented on a RORP detailing the context and rationale that justifies the probation

9.1.1 The Associate Dean, PGME or Chair of PGME-EAC will confirm if the probation is warranted to proceed

9.2 The Residency Program Director will submit a formal Probation Plan, in conformity with Probation Plan Agreement Document to the Associate Dean, PGME and Chair of PGME-EAC within fifteen working days of the notification of the Program Director of the “trigger event” decision of the RPC. The Probation Plan **must** include the following:

- Identified competency deficiencies on which to focus during Probation (Probation rotation)
- Time frame for elements of the Probation Program/duration of the Probation
- The specific resources being deployed for competency attainment during the Probation
- Probation Supervisor shall be appointed by the PGME-EAC as recommended by the Program Director
- Potential outcomes of the Probation

9.3 The PGME Education Advisory Committee (PGME-EAC) will review all submitted documents and materials pertaining to the request for Probation **and** the formal Probation Plan from the Program Director in a timely manner and will reach a consensus with respect to approval of the request for Probation

9.3.1 If the request for Probation is approved, then the PGME-EAC must reach consensus with respect to one of the following:

- Approval of the Probation Plan without revision
- Revision and approval of the Probation Plan

9.4 The Chair of PGME-EAC will communicate the Probation Plan decision to the Residency Program Director

9.5 The formal Probation Plan **must** be detailed in conformity with the **Probation Agreement Document** of the University of Manitoba Max Rady College of Medicine and **must** be signed by the Resident, Residency Program Director, Probation Supervisor and Associate Dean, PGME. The Associate Dean, PGME and Chair of PGME-EAC **must** approve the Probation Plan decision prior to implementation (**see Appendix 5: Max Rady College of Medicine Probation Agreement**)

9.6 The Program Director **must** meet with the trainee to discuss the approved Probation Plan

9.7 The Program Director **must** discuss the approved Probation Plan with the Probation Supervisor prior to implementation

9.8 The Probation Supervisor is responsible for monitoring the trainee's progress during the Probation, as follows:

- 9.8.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Probation Supervisor
- 9.8.2 The Probation Supervisor **must** meet with the trainee regularly to discuss their progress with respect to the Probation Plan

9.9 The Probation Supervisor **must** report the trainee's progress, including the outcome of the Probation to the RPC which will review the trainee's progress to decide on the outcome of the Probation as follows:

- Trainee has successfully completed the Probation
- Trainee requires further Probation
- Dismissal from the Residency program

9.10 The Associate Dean, PGME , in consultation with the PGME-EAC will consider the recommendation of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed

9.11 The Residency Program Director **must** complete the Assessment and Outcome portions of the Probation Agreement Document for review and approval by the Chair of PGME-EAC and the Associate Dean, PGME

## 10. POLICY STATEMENTS – SUSPENSION

10.1 Suspension of a trainee may be imposed as an interim measure while determining the best definitive course of action in the following circumstances:

- There is a breach of the policies, by-laws or codes of conduct and/or suspension of clinical privileges by one of the following:
  - University of Manitoba
  - WRHA
  - CPSM
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to the well-being or safety of patients, colleagues, students, staff and/or himself/herself
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to the University of Manitoba, WRHA or other property
- Failure of the trainee to agree to or comply with an approved Remediation or Probation Plan

10.2 When the resident is placed on Suspension, the following principles apply:

10.2.1 Licensure and registration with CPSM are inactivated (lifted)

10.2.2 Payment through MSAS might be suspended

10.2.3 Medical malpractice coverage (CMPA) might be suspended

10.3 Time-based rotations will continue to be an organizing structure for residency training

10.3.1 Depending on the individual circumstance, Suspension might lead to an extension of the resident's training

10.3.2 Limits to overall Residency Program training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training

10.4 The Program Director should advise the trainee to meet with the Associate Dean, PGME Student Affairs for counselling

10.5 In circumstances where the reason for Suspension is related to issues of Professionalism, resident **must** meet with the Associate Dean, Professionalism for counselling

10.6 The trainee may appeal the decision for Suspension from the Residency Program

10.7 The University of Manitoba has the authority to implement a **Disciplinary Suspension** in accordance with the **Student Discipline By-Law**

**11. PROCEDURES – SUSPENSION (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps)**

11.1 In a situation where a “trigger event” warrants Suspension of a trainee, the Residency Program Director, acting on behalf of the Residency Program Committee, must **immediately notify the Department Head and the Associate Dean, PGME through formal documentation (email or hard copy)**, the following:

- The “trigger event” leading to the Suspension
- The request for the trainee's interim Suspension pending determination of the appropriate subsequent course of action

11.2 The Residency Program Director must inform the trainee immediately through formal documentation (email or hard copy) of a request for Suspension

11.3 The trainee should be provided the opportunity of a face-to-face meeting with the Residency Program Director to discuss the following:

- Reason(s) for the Suspension
- Expected duration of the Suspension
- Expected outcome of the Suspension

11.4 The request for the trainee's Suspension must be reviewed by the Associate Dean, PGME who will determine the course of action, including one of the following:

- Denial of the request for Suspension
- Affirmation of the Suspension on an interim basis pending further investigation
- Recommendation of proceeding directly to Remediation, Probation or Dismissal/Withdrawal from the Residency Program

11.5 Where a Suspension of the trainee is affirmed, the Associate Dean, PGME must conduct a timely investigation of matters related to the "trigger event" that led to the Suspension and thereafter must make a final decision as to how the matters should be addressed

11.5.1 The Associate Dean, PGME has the option of requesting the assistance of the PGME-EAC in the investigation and the final decision with respect to the Suspension

11.6 When the trainee is placed on or taken off Suspension, the CPGME Office must ensure the following:

- Notification of CPSM regarding licensure and registration of the trainee
- Notification of MSAS regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM through immediate formal documentation (email or hard copy) that the trainee has been placed on Suspension

## **12. POLICY STATEMENTS – DISMISSAL/WITHDRAWAL (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps)**

12.1 A trainee may be dismissed from the Residency Program under the following circumstances:

- A resident might be dismissed after **unsatisfactory** (failing) assessments on any three rotations over the course of his/her Residency Program. Typically, these would be **unsatisfactory** assessments on a rotation and the subsequent Remediation and Probation, **but** it could also include any combination of regular rotations and Remediation rotations
- The trainee is on an extended Leave of Absence (LOA) or Suspension and it has been determined that successful return to or completion of the Residency Program is unlikely
- The trainee has exceeded or is reasonably expected to exceed the time specified by the Specialty Committee of the RCPSC as the maximum time of training for the Residency Program, pro-rated for part-time training and approved LOA

- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to the well-being or safety of patients, colleagues, students, staff, and/or himself/herself
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to University of Manitoba or other property
- The trainee is considered unsuitable for practice on the basis of behaviour that would be considered inconsistent with reasonable standards of professionalism, ethics, competence and judgment

12.2 The trainee may voluntarily withdraw from the Residency Program prior to the decision for Dismissal

12.2.1 A trainee who voluntarily withdraws from the Residency Program may reapply for future postgraduate training at the University of Manitoba

12.3 The Program Director should advise the trainee to meet with the Associate Dean, PGME Student Affairs for counselling

12.4 In circumstances where the reason for Dismissal is related to issues of professionalism, the trainee **must** meet with the Associate Dean, Professionalism for counselling

12.5 The trainee may appeal the decision for Dismissal from the Residency Program

### **13. PROCEDURES – DISMISSAL/ WITHDRAWAL (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps)**

13.1 The Residency Program Director, after consultation with the Residency Program Committee **must** submit a formal (email or hard copy) request for Dismissal to the Associate Dean, PGME within five working days of the notification to the Program Director of the occurrence of the “trigger event” for the Dismissal, including the reason(s) for the request

13.1.1 A copy of the request **must** be sent to the resident

13.2 The Associate Dean, PGME **must** immediately notify the Chair of the PGME-EAC of the request for Dismissal from the Residency Program

13.3 The Chair convenes a meeting of the PGME-EAC to review and to consider approval of the request for Dismissal within ten working days of notification by the Associate Dean, PGME

13.3.1 If the PGME-EAC upholds the Dismissal, then the Chair of the Committee immediately informs the Associate Dean, PGME through formal documentation (email or hard copy)



13.4 The Associate Dean, PGME **must** present the decision regarding Dismissal at the CPGME Executive Committee for final review and approval

13.4.1 If the CPGME Executive Committee upholds the decision for Dismissal, then the trainee will be dismissed immediately from all further postgraduate training at the University of Manitoba and may **not** reapply for future postgraduate training at the University of Manitoba

13.5 When the trainee is dismissed or withdraws from the Residency Program, the CPGME Office must ensure the following:

- Notification of CPSM by formal documentation regarding licensure and registration
- Notification of MSAS regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM by formal documentation (email or hard copy) that the trainee has been dismissed/has withdrawn within twenty-four hours of such Dismissal/Withdrawal

**POLICY CONTACT:** Associate Dean, PGME

## REFERENCES

CanERA Excellence in Residency Accreditation- standards of accreditation

<http://www.canrac.ca/canrac/general-standards-e>

University of Manitoba, Max Rady College of Medicine, Resident Appeals- Residency Program and Departmental Process

[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/policies.html](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html)

University of Manitoba, Max Rady College of Medicine, Student Appeals Policy

[http://umanitoba.ca/faculties/health\\_sciences/medicine/policies\\_procedures.html](http://umanitoba.ca/faculties/health_sciences/medicine/policies_procedures.html)

University of Manitoba, Governing Documents: Senate Committee on Appeals Policy and Procedure

[http://umanitoba.ca/admin/governance/governing\\_documents/students/senate\\_committee\\_on\\_appeals\\_policy.html](http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html)

University of Manitoba, Max Rady College of Medicine Appropriate Disclosure of Learner Needs (Educational Handover) Feb 8, 2017

[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/media/Appropriate\\_Disclosure\\_of\\_Learner\\_Needs\\_Policy.pdf](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/media/Appropriate_Disclosure_of_Learner_Needs_Policy.pdf)

University of Manitoba – Voluntary Withdrawal from PGME Residency Training Policy

[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/policies.html](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html)

## **APPENDICES**

**Appendix 1:** PGME Assessment, Promotion process maps

**Appendix 2:** PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps

**Appendix 3:** PGME-Education Advisory Committee – Terms of Reference

**Appendix 4:** Max Rady College of Medicine Remediation Agreement

**Appendix 5:** Max Rady College of Medicine Probation Agreement

<b>Policy Name:</b>	<b><del>FPGME</del>C<b>PGME</b> Resident Assessment, Promotion, Remediation, Probation, Suspension and Dismissal Policy</b>
<b>Application/Scope:</b>	<del>All</del> Postgraduate Medical Education Residents <a href="#">in Time-Based Residency Program Cohorts</a>
<b>Approved (Date):</b>	FEC, 16Jan09; Addendum 11March09; <del>FPGME</del> C <b>PGME</b> Executive Nov. 6, 2008, <a href="#">January 16, 218</a>
<b>Review Date:</b>	September 2015, <a href="#">October 2017, January 2021</a>
<b>Revised (Date):</b>	<del>FPGME Executive September 9, 2013</del> <a href="#">April 5, 2017. May 8, 2017, January 16, 2018</a>
<b>Approved By:</b>	Senate: June 25, 2014 Dean's Council & Faculty Executive Council: September 10, 2013 <a href="#">Dean's Council April 24, 2018, College Executive Council May 8, 2018</a>

## BACKGROUND

The training requirements of ~~residency programs~~[Residency Programs](#) define specific competencies attained by residents in accordance with the standards [\(STR\)](#) and objectives [\(OTR\)](#) of the Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC) ~~or equivalent for the non-medical Residency Programs.~~

The processes of resident assessment, progression and promotion [for time-based Residency Program cohorts](#) are guided by the following principles:

- The assessment is linked to the rotation-specific learning objectives.
- The assessment is criterion-based.
- The process is clear and is uniformly applied.
- The assessment provides informative, accurate and timely feedback to the residents and to the Residency Program Directors.
- The formative assessment information supports ongoing resident development and provides valuable information to instructors in order to design appropriate ~~remediation~~[Remediation](#) experiences.
- Summative assessment information obtained from end of rotation assessments support the ongoing learning of residents and assist in confirming that residents have met the required [educational](#) standards and are safe to practice upon completion of their residency training.

- The process ensures fairness, including the right of the resident to be heard and to respond within a reasonable period of time.
- All decisions pertaining to the assessment and the potential outcomes for residents **must** be justified and documented in writing.
- It is important that the process for identification of those learners who may be in academic difficulty is timely, transparent and fair.

## DEFINITIONS

**Academic Year** – is the time interval that commences July 1<sup>st</sup> and finishes June 30<sup>th</sup> and constitutes thirteen four-week blocks of training for residents. On occasion, a trainee may be out-of-phase and may have a starting date other than July 1<sup>st</sup> and will be promoted to the next year of training on the anniversary of his/her/their start date, adjusted on an ongoing basis.

**Anonymous materials** — materials in which the authorship has not been disclosed

**Assessment – Borderline Assessment** – is a process of gathering and analyzing information on competencies from multiple and diverse sources in order to measure a trainee's competence or performance to defined criteria. Components of the assessment process might include the following:

- **Formative assessment** – assessment for the purposes of providing feedback to guide further learning. Furthermore, it may provide diagnostic information regarding the need for Remediation
- **Summative assessment** – assessment for the purposes of advancement, credentialing or completion
- **Criterion-referencing** – Comparing trainee performance to defined criteria. This is required for summative assessment
- **Norm-referencing** – Comparing trainee performance to a defined reference group. This is not sufficient for summative assessment, but may be useful as an adjunct to criterion referencing in formative assessment

**Block** – is one of thirteen time intervals within each academic year. With the exceptions of Block 1, Block 7 (Winter Holiday) and Block 13, all blocks consist of four-week intervals of training and are considered equivalent for the purpose of scheduling educational activities for trainees in the hybrid competency-based medical education model

**Borderline Assessment** – is one where the resident is deemed to have passed but there are weaknesses that warrant further attention. This may occur on a rotation assessment (ITAR/ITER) or on a Summary Assessment.

**Assessment – Formative** – is a process that provides information to residents and faculty about how well the resident is progressing in each area being assessed. This information supports the ongoing learning and development for the residents. Furthermore, it may provide diagnostic information regarding the need for remediation.

**Assessment – Mid-Rotation Evaluations** – are interim assessments that occur as close to the mid-point of the rotation as is feasible

**Assessment – Summary** – is a process that is based on multiple information sources on the global performance of the resident over a specified period of time.

**Assessment – Unsatisfactory (Failed)** – is one where the resident has failed to meet the primary goals and objectives of the rotation and the resident is considered to have failed that rotation.

**Block** – is one of thirteen intervals within each year of training. With the exception of the first and last (Block 13), all blocks are four-week intervals of training and are considered equivalent for the purposes of scheduling educational activities for residents.

**CFPC** – College of Family Physicians of Canada

**CanMEDS** – the RCPSC framework describing the seven physician roles: 1. Medical Expert; 2. Communicator; 3. Collaborator; 4. Leader; 5. Health Advocate; 6. Scholar; 7. Professional

**Certification** – is formal recognition of satisfactory completion of all necessary training, assessment and credentialing requirements of a medical discipline, indicating competence to practice independently

**CMPA** – Canadian Medical Protective Association

**Competence** – is the array of abilities across multiple domains or aspects of physician performance

**Competency** – is an observable ability of a health care professional that develops through stages of expertise from novice to master

**Competent** – possessing the required abilities in all domains at a particular stage of medical education or practice

**CPGME** – (Max Rady) College (of Medicine) Postgraduate Medical Education

**CPSM** – College of Physicians and Surgeons of Manitoba

**Dismissal** – is the termination of the ~~resident's involvement with~~ trainee's enrollment in the training program ~~for reasons of due to~~ academic, professionalism and/or ~~general unsuitability other reasons~~

**FPGME** – Faculty (of Medicine) Postgraduate Medical Education

**Forward Feeding Educational Handover** – is the sharing of summative assessment a process by which information about a ~~resident by his/her Residency Program Director with specific faculty for rotations to which the resident~~ trainee's performance is ~~scheduled in the shared with~~ future supervisors in order to facilitate guidance and progress

**ITER / ITAR** – In Training Evaluation / **End of Rotation Assessment** – see ITAR/ITER

**FITER** – Final In-training Evaluation Report

**Incomplete Rotation** – means that the trainee has completed less than the minimum seventy-five per cent time span of the rotation required in order to ensure patient safety, appropriate supervision and opportunities for observation and assessment

**ITAR/ITER** – In-training Assessment Report/In-training Evaluation Report is a tool for assessment at the end of each rotation/clinical learning experience for trainees

**LOA** – Leave of Absence

**MRA** – Mid-rotation Assessment

**MSAS** – Medical Staff Administrative Services Office

**Must** – as it relates to this policy, the use of the word “must” indicates that meeting the standard is absolutely necessary

**Objective (Learning Objective)** – is a clear, concise and specific statement of observable behaviors that can be assessed during and at the conclusion of the learning activity. It is also known as a **performance objective** or a **competency**

**OTR** – Objectives of Training Requirements (RCPSC)

**PARIM** – Professional Association of Residents and Interns of Manitoba

~~**Probation** – is an interval outside of the scheduled rotations for the resident which is designed to allow specific additional opportunity for a resident to correct areas of clinical, academic or professional deficiency as well as to determine the suitability of the resident for continuation in the Residency Program.~~

~~**Probation Agreement**~~**PGME** – Postgraduate Medical Education is synonymous with CPGME

**PGME Education Advisory Committee (PGME-EAC)** – is the subcommittee of the PGME Executive Committee which is responsible for reviewing and approving all major decisions related to trainee progression and promotion by the Competence Committee and by Program Directors, especially those related to possible Remediation, Probation, Suspension and Dismissal/Withdrawal from the Residency Program. The PGME-EAC deals with issues of a clinical, academic or professional nature

**Probation** – is an interval/period of training during which the trainee is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program. Probation implies the possibility of Dismissal from the Residency Program if sufficient improvement in performance is not identified at the end of the Probation Period. It is comprised of a formal program/plan of individualized educational support, assessment and monitoring designed to assist the trainee in correcting identified serious performance deficiencies

**Probation Plan** – is a formal document approved by the **PGME Education Advisory Committee** and the Associate Dean, PGME detailing the terms, **possible** outcomes and specific conditions of a probationary rotation.

**Probation Committee** – is an ad hoc sub-committee of the FPGME Executive Committee struck by the Associate Dean, PGME to deliberate over requests from Residency Program Director(s) to place resident(s) on probation. the Probation Period

**RCPSC** – Royal College of Physicians and Surgeons of Canada

**Remediation Agreement** – is a formal document generated by the Resident Program Committee and approved by the Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a Remediation

**Remediation** – is an interval of training consisting of a formal program of individualized educational support, assessment and monitoring which is designed to allow specific opportunity for a resident to correct assist a trainee in correcting identified areas of learning deficiency. performance deficiencies. The remediation interval is outside of the scheduled rotations for the resident. goal of Remediation is to maximize the chance that the trainee will successfully complete the Residency Program

**Remediation Plan/Focused Learning Plan** – is a formal document outlining the details pertaining to the competencies on which the trainee will focus, the resources required and the Remediation Supervisor during the Remediation. The Remediation Plan/Focused Learning Plan is the central pillar of the Remediation Agreement

**Remediation Rotation** – is a formal supervised period of time included in the Remediation Plan/Focused Learning Plan

**Resident** – a physician trainee registered in an accredited Residency Program following eligible undergraduate training leading to certification of attestation in a recognized specialty or subspecialty. The terms resident and trainee will be used interchangeably in this policy

**Residency Program Committee (RPC)** – the committee and sub-committees, as applicable, chaired by the Program Director that supports the Program Director in the administration and coordination of the Residency Program. The Program Director is Chair of the RPC

**RORP** – Report of Resident Progress is a summative narrative report documenting resident assessment and overall progress in the Residency Program, including readiness for advancement to the next stage of training/completion of training

**Rotation** – is an interval of time, usually consisting of one or more a portion (two weeks) of a block to multiple blocks, to which residents are assigned for training. For each rotation there are specific learning objectives. Rotations are usually a minimum of four weeks in duration in order to allow for appropriate resident assessment. There are several allowable exceptions where rotations may be two weeks in duration.

**Rotation – Incomplete** – is a rotation in which the resident has missed more than 25% of the rotational activities for any reason, such as medical illness, conference consist of consecutive blocks or holiday may be fractionated over longer periods of time as in the case of longitudinal rotations

**Should** – the use of the word “should” indicates that meeting the standard is an attribute to be highly desirable

## STR – Standards of Training Requirements (RCPSC)

**Supervisor – Clinical** – is the physician to whom the resident reports during a given interval of time, such as an on-call shift.

**Supervisor – Rotation** – is a member of the teaching faculty who has direct responsibility for the resident's academic program activities, such as meeting the specific learning objectives/milestones and competencies during the rotation.

**Supplementary Rotation** – is an additional rotation required for a trainee to meet all of the goals and objectives not obtained during their original rotation

**Suspension** – is the temporary removal of a resident from clinical and academic activities.

**Trainee** – is an individual in a period of formal structured professional clinical education

**Trigger event–Event** – is any event that sets a course of action in motion. Previous decisions are revisited and new needs are recognized. With respect to resident training ~~and~~, assessment and progression, the trigger event ~~may involve unsatisfactory performance or might be related to~~ failure ~~to attain~~ of the ~~necessary~~ trainee to achieve the required clinical ~~or~~ academic competencies or ~~might be related to the trainee's professional goals and objectives conduct~~. This ~~may~~ could lead to a series of actions, including Remediation, Probation, Suspension or Dismissal ~~of/Withdrawal from~~ the ~~resident~~ Residency Program

**WRHA** – Winnipeg Regional Health Authority

**Working Days** – ~~shall be counted as include~~ Monday ~~to through~~ Friday ~~days only~~ and ~~will~~ exclude weekend days, statutory days/holidays and acknowledged University of Manitoba closure days.

## **1. PURPOSE**

- 1.1 Outline the policies and procedures for the fair and transparent assessment, progression and promotion of postgraduate learners in time-based Residency Program cohorts
- 1.2 Outline the policies and procedures for managing postgraduate learners with areas of deficiency in their training. The policies and procedures will include the following and are illustrated in the process flow chart in **Appendix 1: PGME Assessment, Promotion process maps** and **Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps**:
  - Remediation
  - Probation
  - Suspension



- Dismissal/[Withdrawal from the Residency Program](#)

## STATEMENT OF

## 2. POLICY [STATEMENTS](#) – ASSESSMENT

2.1 For all Residency Programs, there **must** be a clear statement outlining the goals and the educational objectives for the residents.

2.2 There **must** be clearly-defined rotation-specific objectives as follows:

2.2.1 The objectives **must** cover the CanMEDS competencies for specialty programs.

~~2.2.2 The objectives must cover the CanMEDS-FM competencies and must be consistent with the CFPC Triple C Curriculum for Family Medicine.~~

~~2.2.3~~ 2.2.2 The educational objectives **must** be reflected in the assessment of residents.

~~2.2.4~~ 2.2.3 The current goals and objectives for the Residency Program **must** be distributed to all residents and faculty prior to the beginning of the rotation.

~~2.2.5~~ 2.2.4 The statement of goals and objectives **must** be reviewed regularly (at least every two years) by the Residency Program Director and the Residency Program Committee.

Resident assessment **must** comply with the following:

### 2.3

~~2.2.6~~ 2.3.1 For all Residency Programs, the residents **must** receive regular and timely feedback on their performance and progress by means of the use of appropriate ~~written and~~ performance-based assessment ~~as well as~~ informed by direct observation.

~~2.2.7~~ 2.3.2 ~~No~~ Unsolicited anonymous materials data may not be used in any evaluative or disciplinary proceeding or action involving a resident. The Dean or Associate Dean, PGME may inquire or investigate into matters raised by unsolicited anonymous materials.

2.3.3 The use of solicited aggregate anonymous materials/data such as multisource (360-degree) feedback designed to provide clinical performance measures as well as attitudinal and professional behavior assessment of the trainee is allowable

~~2.3~~ Resident assessment **must** comply with the following:

~~2.3.12.3.4~~ Assessment **must** occur on a regular basis as follows:

2.3.4.1 Mid-rotation assessment is very important as it is intended to be formative to guide the resident toward successful completion of the rotation. As such, it is **not** subject to appeal.

2.3.4.2 End-of-rotation assessment must occur with the resident on a face-to face basis **and** the assessment must be documented ~~in writing/online (see 2.5).~~

2.3.4.3 At least semi-annually, the Residency Program Director or designate must complete an online summary assessment (RORP) for each resident in the Residency Program and must discuss it with the resident at a face-to-face meeting

2.3.4.3.1 Summary assessments are based on multiple sources such as the following:

- Rotation Assessments
- Feedback from health care team members, patients and families
- ~~End of the Year and other Summary Assessment (see 2.6)~~
- In-training and other examination results

~~2.3.22.3.5~~ Assessment **must** be timely

~~2.3.32.3.6~~ The assessment **must** meet the specific requirements of the Residency Program

~~2.3.42.3.7~~ The assessment **must** be appropriate for the competency being assessed

~~2.3.52.3.8~~ Assessment **must** be based on the rotation-specific goals and objectives

~~2.3.62.3.9~~ The assessment process **must** include identification of the expected level of resident performance

2.4 All Residency Programs **must** have formal ~~written/online~~ mid-rotation (MRA) and end-of-rotation ~~forms (ITER) for resident assessment. Guidelines for minimum standards for ITERs are included in Appendix 2 and two sample ITERs follows. The forms tools (ITAR/ITER) which~~ **must** comply with the following:

- Approved by the ~~Residency Program Committee~~RPC
- Include assessment of the rotation-specific goals and objectives
- Available to all residents prior to commencement of the rotation
- Include a clear indication of the performance of the residents
- Include ~~spaceability~~ for the resident to sign the assessment and to ~~write~~include comments

~~2.5 At least once every academic year, the Residency Program Director or designate must complete a written/online summary assessment for each resident in the Residency Program and must discuss it with the resident at a face-to-face meeting.~~

~~2.62.5~~ Assessments are the property of the resident and the University of Manitoba and will be kept confidential unless patient safety ~~could~~might be compromised in the process. or for the purposes of educational handover

~~2.6.12.5.1~~ ~~The Residency Program Committee will make a decision regarding the benefit to the resident of Forward Feeding~~Educational Handover to Rotation Supervisors of future rotations, ~~the must be restricted to~~ areas of deficiency requiring improvement. The decision to allow handover and the specific content must be approved by the RPC

2.6 The trainee may appeal summative assessments (including ITAR/ITER) with aggregated data from multiple sources

### 3. PROCEDURES – ASSESSMENT (see Appendix 1: PGME Assessment, Promotion process maps)

3.1 **Prior to** commencement of ~~thea~~ rotation, the following procedures apply:

3.1.1 The resident **must** be provided with and **must** review information from ~~his/her~~ Residencytheir Home Residency Program that clearly outlines the goals and objectives and the assessment processes for the rotation.

3.1.2 The resident should meet face-to-face with the Rotation Supervisor and review the goals and objectives, clinical, academic and professional expectations and duties for the rotation.

3.2 At the **mid-point** of ~~thea~~ rotation, the following procedures apply:

~~3.2.1~~ For all rotations ~~of less than six weeks in with a~~ duration, ~~a face-to-face discussion by the Rotation Supervisor with the resident is acceptable, unless there is~~ borderline ~~of four weeks~~ or **unsatisfactory** performance.

~~3.2.23.2.1~~ For all rotations ~~of at least six weeks in duration, the greater, the~~ Rotation Supervisor **must** complete ~~a written/an~~ online mid-rotation ~~report. The report~~ must assessment (MRA) which should be discussed at a timely face-to-face meeting with the resident.

3.2.1.1 For rotations less than four weeks in duration, the completion of an online mid-rotation assessment is recommended but optional

~~3.2.33.2.2~~ For residents considered to require improvement or to have ~~borderline or~~ **unsatisfactory** performance at the midpoint of a rotation, regardless of the duration of the rotation, the Rotation Supervisor **must** complete ~~a written/an~~ online mid-rotation report (MRA) **and must** discuss it at a face-to-face meeting with the resident.

◆ 3.2.2.1 The ~~report~~ MRA **must** clearly state that the resident's performance ~~is~~ borderline or requires improvement or is **unsatisfactory** and must outline the specific areas of deficiency that require improvement by the completion of the rotation.

- ~~3.2.2.2~~ The resident **must** ~~sign each assessment report as verification electronically verify that he/she has they have read it. The signature implies neither agreement nor acceptance on the part of the resident. assessment~~

3.3 At the **completion** of ~~the~~ rotation, the following procedures apply:

- 3.3.1 The Rotation Supervisor **must** complete ~~a written/the~~ online assessment ~~report~~ ~~(ITAR/ITER)~~ which **must** be available to the resident within **ten working days of the last day of the rotation.**

- ~~3.3.2~~ The resident **must** ~~sign each assessment report as verification electronically verify that he/she has they have read it. the assessment~~

- ~~3.3.2.1~~ The ~~signature implies neither agreement nor acceptance on the part of the~~ resident.

~~The resident is free to add~~ has the option of adding any comments to the report.

- ~~Failure to sign the report is considered unprofessional conduct.~~
- ~~The resident may decide to appeal the assessment (see Resident Appeals Policy; Faculty of Medicine, Student Appeals Policy; University of Manitoba, Senate Appeals Policy).~~

- ~~3.3.23.3.3~~ For the resident whose overall performance meets or exceeds the expectations of the rotation, the Rotation Supervisor **must** discuss the assessment ~~report~~ at a face-to-face meeting with the resident, preferably **prior to the last day of the rotation.**

3.4 For ~~any resident whose overall performance is borderline or unsatisfactory, Borderline Rotation Assessments (ITAR),~~ the following procedures apply:

- 3.4.1 The Rotation Supervisor **and must** immediately inform the Home Residency Program Director that the resident has received a **borderline assessment** on the rotation

3.4.2 The or Stream Director for Family Medicine residency programs, Rotation supervisor or delegate **must** discuss the assessment ~~report~~ at a face-to-face meeting with the resident, ideally, **within five working days** of the end of the rotation and preferably by the last day of the rotation

3.4.3 The Home Residency Program Director **must** discuss the assessment at a face-to-face meeting with the resident **within ten working days of the last day of the rotation**, or, (If completed within five working days, this may also serve as soon after. Where Stream Leads are based the meeting as per 3.4.2)

3.4.4 While a single **borderline** assessment is not in distributed sites, teleconference (phone or videoconferencing) and of itself a failure, the Residency Program Director may decide that **Remediation** is the most appropriate option, which should be documented on a RORP detailing the context and rationale that justifies the Remediation

~~3.3.3.4.5~~ **Two borderline assessments** documented on an ITAR for a specific rotation must be considered equivalent to the face-to-face meeting. **an unsatisfactory** assessment. This situation constitutes grounds for **Remediation**, which should be documented on a RORP detailing the context and rationale that justifies the Remediation

3.4.6 The Home Program Director **must** notify the Associate Dean, PGME and Chair of PGME-EAC (by email or hard copy) upon completion of a RORP indicating a need for Remediation

3.4.7 **Two borderline** assessments will be considered equivalent to an **unsatisfactory** assessment for the purpose of calculating the maximum of three **unsatisfactory** assessments

### 3.5 For **Failed** Rotation **Assessments (ITAR)**, the following procedures apply:

3.5.1 The Rotation Supervisor will immediately inform the Home Residency Program Director that the resident has **failed** the rotation

3.5.2 ~~The~~ Rotation Supervisor or delegate **must** discuss the assessment at a face-to-face meeting with the resident **within five working days** of the end of the rotation and preferably by the last day of the rotation

3.5.3 ~~The~~ Residency Program Director **must** discuss the assessment at a face-to-face meeting with the resident **within ten working days of the last day of the rotation**. (If completed within five working days, this may also serve as the meeting for 3.5.2)

3.5.4 The Residency Program Director will inform the resident that they will require **Remediation** in light of the assessment

3.5.5 ~~The~~ Residency Program Director will submit a request (email or hard copy) for **Remediation, Probation or Dismissal** to the Associate Dean, PGME and Chair of

PGME-EAC within five working days of receiving notification of the assessment by the Rotation Supervisor

3.5.6 The decision to request a Remediation should be documented on a RORP detailing the context and rationale that justifies the Remediation

3.5.7 In the case of an assessment that indicates unsatisfactory resident performance and the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly serious nature, then the Residency Program Director **must** consult the Chair of PGME-EAC and Associate Dean, PGME for advice with respect to considering Probation/Dismissal

3.4.3.6 For Incomplete **Rotations**, the following procedures apply:

3.4.13.6.1 Should a resident fail to complete seventy-five per cent of a rotation, then the Rotation Supervisor and/or Residency Program Director mustwill record this as an incomplete rotation on the rotation assessment.

3.6.1.1 Trainees who are demonstrating a pattern of incomplete rotations will be subject to review by the Residency Program Director and/or the Associate Dean, PGME

3.4.23.6.2 In order to- receive credit on the rotation the resident **must** complete a supplementary rotation and **must** meet all of the goals and objectives of the rotation, taking both the original incomplete -and the supplementary rotation credits into account-

3.2.1.13.6.2.1 The exact nature and duration of a supplementary rotation may vary depending on the nature of the original rotation and the proportion missed, but shall not exceed the duration of the original rotation. This will be determined conjointly by the Rotation Supervisor and the Residency Program Director-

3.2.1.23.6.2.2 If a resident completes a supplementary rotation and passes, then he/shethey will receive credit for a pass on one rotation-

3.2.1.33.6.2.3 If the resident's assessment is **borderline** or **unsatisfactory** on the combination of the incomplete and supplementary rotations taken as a whole, then this will be considered to be the equivalent of a **borderline** or **unsatisfactory** assessment on the original rotation-

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Length

3.6.3 In the case of an assessment that indicates unsatisfactory resident performance and training will be extended by the duration of incomplete rotation

3.7 For Summary Assessments (RORP), the following procedures apply:

3.7.1 A RORP will be completed by the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly serious nature, then under the following circumstances:

- Semi-annually for each resident
- In the event of a decision to request Remediation, Probation or Dismissal, whether based on global performance or cumulative borderline ITARs
- As often as determined necessary by the Residency Program Director must consult the Associate Dean, PGME for advice with respect to considering Probation (see Section 8 and Section 9) document ongoing progress in training

3.5 For Summary Assessments (End of Year and other), the following procedures apply:

3.5.1 The Summary Assessments are global and are based on multiple sources as follows:

- Rotation assessments

1. The RORP will Feedback from health care team members, patients and families

- In training and other examination results

3.5.23.7.2 The Summary Assessments must include the resident's strengths, and weaknesses and opportunities for improvement.

3.7.3 The RORP will include a recommendation by the Residency Program Director as to the resident's progress in the Residency Program as follows:

- The resident should continue with no interruption

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- The resident should continue with no interruption but **must** demonstrate resolution of noted areas of weakness by the next assessment
- The resident should undertake a Remediation
- The resident should undertake a Probation

~~3.5.33.7.4~~ The Summary ~~Assessments~~Assessment may conclude that a resident's performance is ~~borderline or unsatisfactory~~ **deficient** based on global outcomes despite the absence of similar outcomes on individual rotation ~~assessments~~assessment (ITAR)

~~3.7.5~~ The Residency Program Director must complete the Summary Assessment reportUpon completion of the RORP as a written/an online document for each resident in, the Residency Program Director will arrange a timely face-to-face meeting with the resident to discuss the RORP

~~3.7.6~~ In the event of a recommendation for Remediation, Probation or Dismissal, the Residency Program Director **must** comply with the following:

- Notify the Associate Dean, PGME and ~~must discuss~~Chair of PGME-EAC (email or hard copy immediately)
- Accelerate completion of the ~~report~~RORP within five working days of the decision
- Discuss the assessment with ~~each~~the resident at a face-to-face meeting within ten working days of the decision

~~3.5.43.7.7~~ The resident must ~~sign each Summary Assessment report as verification~~verify online that ~~he/she has~~they have read it. The signature implies ~~neither agreement nor acceptance on the part of the resident~~each RORP

~~3.5.53.7.8~~ The resident ~~is free to~~may add any pertinent comments to the ~~report~~RORP

- ~~Failure to sign the report is considered unprofessional conduct.~~

- The resident may decide to appeal the assessment (see Resident Appeals Policy; Faculty of Medicine, Student Appeals Policy; University of Manitoba, Senate Appeals Policy).

~~3.5-63.7.9~~ In the case of an **unsatisfactory** Summary Assessment ~~and in which~~ the Residency Program Director considers there to be a clinical, academic or professional deficiency of a particularly **serious nature**, then the Residency Program Director must consult the Associate Dean, PGME for advice with respect to considering Probation (see Section 8 and Section 9).~~1~~

~~3.6~~ For **Borderline Assessments**, the following procedures apply:

~~3.6.1~~ While a single **borderline** assessment is not in and of itself a failure, the Residency Program Director may decide that **Remediation** is the most appropriate option.

~~3.6.2~~ ~~Two **borderline** assessments must be considered equivalent to an **unsatisfactory** assessment. This situation constitutes grounds for **Remediation**.~~

~~3.6.3~~ ~~Two **borderline** assessments will be considered equivalent to an **unsatisfactory** assessment for the purpose of calculating the maximum of three **unsatisfactory** assessments.~~

~~3.7~~ For **Unsatisfactory Assessments**, the following procedures apply:

~~3.7.1~~ In the event of an **unsatisfactory** assessment on a rotation, the Rotation Supervisor will immediately inform the Home Residency Program Director that the resident has **failed** the rotation.

~~3.7.2~~ ~~The~~ Residency Program Director and Rotation Supervisor must discuss the assessment at a face-to-face meeting with the resident within ten working days of the last day of the rotation.

~~3.7.3~~ The Residency Program Director must inform the resident that he/she will require **Remediation** in light of the assessment.

~~3.7.4 The Residency Program Director must submit a written/e-mail request for Remediation to the Associate Dean, PGME within five working days of receiving notification of the assessment by the Rotation Supervisor.~~

#### 4. ~~STATEMENT OF~~ POLICY STATEMENTS – PROMOTION

~~13.14.1~~ A resident shall be promoted from one to the next level of training when ~~he/she~~ has they have overall met expectations with respect to assessment for **all** rotations and Summary Assessments for the preceding academic year.

4.2 Time spent ~~in on~~ **Remediation** may or may not be counted toward the total of the thirteen blocks comprising the year of training

~~4.14.3~~ Time spent on **Probation** ordinarily would not be counted toward the total of the thirteen blocks comprising the year of training (~~see Appendix 4: Remediation Contract~~).

~~4.2~~ Time spent on **Probation** is not counted toward the total of the thirteen blocks comprising the year of training (~~see Appendix 5: Probation Contract~~).

#### 5. PROCEDURES – PROMOTION (see Appendix 1: PGME Assessment, Promotion process maps)

5.1 The Residency Program Director in discussion with the Residency Program Committee (RPC) must approve all promotions of residents in the Residency Program.

5.2 The Residency Program ~~Director must submit on behalf~~ will ensure documentation of each resident, a signed **Notice of Renewal/Change form (Appendix 2)** for signed approval by the ~~Associate Dean, PGME.~~ resident's promotion online

5.2.1 Any changes in the resident's starting date for the next year of training must be documented.

5.3 For a resident in his/her/their final year of training who is expected to successfully complete the Residency Program, the completed and signed **Final In-Training Evaluation Report (FITER)** must be submitted for signed approval by the Associate Dean, PGME.\_\_\_\_\_

## 6. ~~STATEMENT OF POLICY~~ STATEMENTS – REMEDIATION

6.1 Remediation is generally considered a learning opportunity for the resident to correct a deficiency related to clinical, academic or professional competencies or objectives.

6.2 A resident is required to undergo a remedial rotation on the basis of one or more of the following trigger events:

- One **unsatisfactory** rotation assessment
- Two **borderline** rotation assessments
- A pattern of consistent deficiency or weakness ~~resulting in an unsatisfactory~~ on a Summary Assessment
- A failing grade on an in-training examination or other progress assessment

6.3 The duration of a Remediation must ~~not exceed~~ be based on the length expected time required to meet the goals and objectives of the ~~failed rotation~~ Remediation

6.3.1 The Maximum allowed total duration of a Remediation for one trigger event is one year after which the Remediation is deemed unsatisfactory

6.4 The duration of a Remediation must not be less than one-half the length of the failed rotation or four weeks.

6.5 The [PGME Education Advisory Committee \(PGME-EAC\)](#) and the Associate Dean, PGME **must** [review and](#) approve all Remediation Plans prior to commencement

~~6.56.6~~ [In the event that the Family Medicine Program Director determines that a Leave of Absence \(LOA\) is necessary for a resident during the Remediation rotation, then the Remediation Program is considered incomplete](#)

[6.6.1 The Remediation Plan/Focused Learning Plan will be redesigned upon the resident's return from the LOA](#)

The

[6.7 trainee may appeal Remediation decisions](#)

[6.8 During Remediation, the trainee is allowed to apply for a transfer to another Residency Program](#)

## 7. PROCEDURES – REMEDIATION [\(see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process map\)](#)

7.1 The Residency Program Director [in consultation with the RPC](#) **must** submit a formal request for Remediation to the Associate Dean, PGME [and Chair of PGME-EAC](#) with a copy to the resident, within **five working days of the notification to the Program Director of the “trigger event” for the Remediation.** ~~The~~ [reason\(s\) for the decision to request for Remediation must a remediation should be included in documented on a RORP detailing the context and rationale that justifies the submission remediation](#)

[7.1.1 The Associate Dean, PGME or Chair of PGME-EAC will confirm if the remediation is warranted to proceed](#)

7.2 The Residency Program Director **must** submit a formal **Remediation Plan/Focused Learning Plan** to the Associate Dean, PGME [and Chair of PGME-EAC](#) **within fifteen working days of the notification to the Program Director of the occurrence of the “trigger event” for the Remediation.** An extension of this timeline may be allowed, upon request to the Associate Dean, PGME in cases of marked complexity. ~~The Remediation Plan must include-~~ the following:

- Description of the deficiencies
- The specific resources being offered and deployed for correcting the deficiencies
- Duration of the Remediation rotation ~~(see 6.3 and 6.4)~~

- [Intervals for interim assessments](#)
- Potential outcomes
- Remediation Supervisor, who is one of the following:
  - One of the Residency Program faculty
  - Not the Rotation Supervisor
  - Not administratively involved in the sequence of events that led to the Remediation

[7.2.1 The Education Advisory Committee \(PGME-EAC\) will review all submitted documents and materials pertaining to the request for Remediation and the formal Remediation Plan from the Program Director in a timely manner and will reach a consensus with respect to approval of the request for Remediation](#)

[7.3 The PGME Education Advisory Committee \(PGME-EAC\) \*\*must\*\* review all submitted formal Remediation Plans/Focused Learning Plans in a timely manner and \*\*must\*\* reach a consensus with respect to one of the following:](#)

- [Approval of the Remediation Plans/Focused Learning Plans without revision](#)
- [Revision and approval of the Remediation Plans/Focused Learning Plans](#)

[7.4 The PGME-EAC \*\*must\*\* communicate all Remediation Plan/Focused Learning Plan decisions to the Residency Program Director](#)

[7.37.5](#) The formal Remediation Plan **must** be detailed in conformity with the **Remediation Agreement Document** of the University of Manitoba, ~~Faculty~~ [Max Rady College](#) of Medicine and **must** be signed by the resident, Residency Program Director, Remediation Supervisor, [Chair, Education Advisory Committee \(PGME-EAC\)](#) and Associate Dean, PGME  
(~~see 6.5~~) [Appendix 4: PGME Remediation Agreement Template](#))

[7.6 The Program Director \*\*must\*\* discuss the approved Remediation Plan with the Remediation Supervisor, Academic Advisor prior to implementation](#)

[7.7 The Remediation Supervisor is responsible for monitoring the trainee's progress during the Remediation, as follows:](#)

[7.7.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Remediation Supervisor](#)

7.7.2 The Remediation Supervisor **must** meet with the trainee regularly to discuss their progress with respect to the Remediation/Focused Learning Plan

7.7.3 The Remediation Supervisor **must** report the trainee's progress, including the outcome of the Remediation to the Residency Program Committee

7.47.8 A rotation assessment will be completed for the Remediation rotation ~~(see 3.2 and 3.3)~~

7.57.9 If the resident passes the Remediation rotation, then ~~he/she/they~~ subsequently ~~returns/return~~ to ~~his/her/their~~ regularly scheduled rotations in the Residency Program.

7.9.1 The time spent during Remediation is usually **not** credited toward the final \_\_\_\_\_ requirements of training

~~7.5-17.9.2~~ The Associate Dean, PGME will exercise discretion in determining whether the Remediation is credited in accordance with the requirements of the RCPSC ~~and GFPC.~~ \_\_\_\_\_

7.67.10 If the resident does **not** pass the Remediation rotation, then the Residency Program Director, in consultation with the RPC will recommend to the Associate Dean, PGME, one of the following:

- An ~~additional~~extended Remediation rotation
- A Probation rotation
- Dismissal from the Residency Program

7.11 The Associate Dean, PGME, in consultation with the PGME-EAC will consider the recommendations of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed.

7.12~~STATEMENT OF~~ The Residency Program Director **must** complete the Assessment and Outcome portions of the Remediation Agreement Document for review and approval by the Chair of PGME-EAC and the Associate Dean, PGME

## 8. POLICY STATEMENTS – PROBATION

8.1 A resident may be required to undergo Probation on the basis of one or more of the following: trigger events:

- One **unsatisfactory** Remediation rotation assessment or a failure to progress at an interim assessment on a Remediation
- One **unsatisfactory** regular rotation assessment, if the clinical, academic or professional deficiency is considered by the ~~Probation Committee to be of sufficient gravity~~ PGME-EAC to warrant immediate Probation
- Two **borderline** rotation assessments, if the clinical, academic, or professional deficiency is considered by the ~~Probation Committee~~ PGME-EAC to warrant immediate Probation
- A failing grade on an in-training examination, if the deficiency is considered by the ~~Probation Committee~~ PGME-EAC to be of sufficient gravity to warrant immediate Probation
- One **unsatisfactory** Summary Assessment, if the clinical, academic or professional deficiency is considered by the ~~Probation Committee~~ PGME-EAC to warrant immediate Probation
- The occurrence of a clinical, academic or professional event or incident that indicates a deficiency considered by the ~~Probation Committee~~ PGME-EAC to be either non-remediable or of sufficient gravity to warrant immediate Probation

8.2 The duration of a Probation rotation will be at least four weeks or one-half of the duration of the failed rotation, whichever is longer.—

8.3 The duration of the Probation rotation will not exceed twelve weeks or the duration of the failed rotation, whichever is shorter—



8.4 The PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME **must review and** approve all Probation Plans prior to ~~the~~ commencement

~~8.48.5~~ In the event that the Family Medicine Program Director determines that a Leave of Absence (LOA) is necessary for a resident during the Probation rotation, then the Probation Program is considered incomplete

8.5.1 The Probation Plan will be redesigned upon the resident's return from the LOA

8.6 The trainee may appeal **only** the outcome decision at the conclusion of the Probation

8.7 During Probation, the trainee is not allowed to apply for transfer to another Residency Program

## **9. PROCEDURES – PROBATION** (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process map)

9.1 The Residency Program Director, in consultation with the Residency Program Committee ~~must~~(RPC) will submit a formal request for Probation to the Associate Dean, PGME and Chair of PGME-EAC with a copy to the resident **within five working days of the notification to the Program Director of the occurrence of the “trigger event” for the Probation.** The ~~reason(s) for the decision to~~ request ~~must~~ a probation should be ~~included in~~ documented on a RORP detailing the context and rationale that justifies the ~~submission.~~probation

9.1.1 The Associate Dean, PGME or Chair of PGME-EAC will ~~convene a Probation Committee~~ within ten working days of confirm if the ~~request for Probation.~~ probation is warranted to proceed

~~9.2 With respect to the **Probation Committee**, the following apply:~~

~~9.2.1 Membership includes the following:~~

- ~~•~~ Chair – a The Residency Program Director from a Program that has not had supervisory involvement will submit a formal Probation Plan, in conformity with the resident

- Two Faculty Representatives

- One member from the Home Residency Program of the resident facing Probation and who has not had a supervisory relationship with the resident

- One member from an external department and who has not had a supervisory relationship with the resident

- One Resident Representative—a resident from another Residency Program who does not have a working relationship with the resident facing Probation

Plan Agreement Document to

9.2 The Committee must be appointed by the Associate Dean, PGME and Chair of PGME-EAC within ten/fifteen working days of the notification of the Program Director of the “trigger event” decision of the RPC. The Probation Plan **must** include the following:

- Identified competency deficiencies on which to focus during Probation (Probation rotation)
- Time frame for elements of the Probation Program/duration of the Probation
- The specific resources being deployed for competency attainment during the Probation
- Probation Supervisor shall be appointed by the PGME-EAC as recommended by the Program Director
- Potential outcomes of the Probation

9.3 The PGME Education Advisory Committee (PGME-EAC) will review all submitted documents and materials pertaining to the request for Probation **and** the formal Probation Plan from the Program Director in a timely manner and will reach a consensus with respect to approval of the request for Probation ~~or~~

9.3.1 If the request for Probation is approved, then the PGME-EAC must reach consensus with respect to one of the following:

- Approval of the Probation Plan without revision
- Revision and approval of the Probation Plan

9.4 The Chair of PGME-EAC will communicate the Probation Plan decision to the Residency Program Director

9.5 The formal Probation Plan **must** be detailed in conformity with the **Probation Agreement Document** of the University of Manitoba Max Rady College of Medicine and **must** be signed by the Resident, Residency Program Director, Probation Supervisor and Associate Dean, PGME. The Associate Dean, PGME and Chair of PGME-EAC **must** approve the

Probation Plan decision prior to implementation (see Appendix 5: Max Rady College of Medicine Probation Agreement)

9.6 The Program Director **must** meet with the trainee to discuss the approved Probation Plan

9.7 The Program Director **must** discuss the approved Probation Plan with the Probation Supervisor prior to implementation

9.8 The Probation Supervisor is responsible for monitoring the trainee's progress during the Probation, as follows:

9.8.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Probation Supervisor

9.8.2 The Probation Supervisor **must** meet with the trainee regularly to discuss their progress with respect to the Probation Plan

9.9 The Probation Supervisor **must** report the trainee's progress, including the outcome of the Probation to the RPC which will review the trainee's progress to decide on the outcome of the Probation as follows:

- Trainee has successfully completed the Probation
- Trainee requires further Probation
- Dismissal ~~by a~~from the Residency Program Director program

The Associate Dean, PGME , in consultation with the PGME-EAC will consider the recommendation

~~9.2.2 The Committee will meet at the call of the Chair within five working days of the receipt of the request for Probation or Dismissal and Probation Plan (if applicable) from the Residency Program Director. At the meeting, the following will occur:~~

- ~~• The Residency Program Director, the resident facing possible Probation Dismissal, and any other witnesses deemed by the Chair to be relevant and appropriate will be interviewed.~~
- ~~• The resident is entitled to representation by a Student Advocate.~~
- ~~• The resident and the faculty, and/or their respective representatives excluding legal counsel, shall have the right to call, hear and cross-examine witnesses, to submit other evidence, and to have access to all documents submitted for consideration. Written notice to call any witness shall be given to the other party prior to the meeting.~~

9.39.10 ~~The resident is entitled to be present during the interview~~ of the Residency Program Director and ~~other witnesses prior to approval will ensure that all policies and procedures have been followed~~

- ~~Lawyers may attend as observers only~~ The Residency Program Director **must** complete the Assessment and may not speak on behalf Outcome portions of the resident or interrogate witnesses.

- ~~The grounds for Probation or Dismissal will be reviewed~~

#### Agreement Document

- ~~The Committee is expected to review all germane resident file materials, including assessments.~~
- ~~The resident may request the Chair to arrange for other documents to be provided. The Chair will arrange for such documents to be provided if they are deemed~~ review and approval by the Chair to be relevant and required for the resident to receive a fair hearing before the Committee.

#### of PGME-EAC

- ~~The Committee may seek input as needed in order to recommend to the Associate Dean, PGME one of the following actions:~~
- ~~Re-instatement without further intervention~~
- ~~Remediation without Probation~~
- ~~Probation~~
- ~~Dismissal~~

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9.3.2 ~~If the Probation Committee upholds a request to proceed with Probation, then at the same meeting the **Probation Plan** will be reviewed and the Committee will approve it as written or may modify it as necessary, and the final **Probation Plan** will be submitted to the Residency Program Director and to the Associate Dean, PGME (see 9.4).~~

9.3.3 During the **Probation Rotation**, the following apply:

- The Probation Supervisor will provide interim reports to the Chair of the Probation Committee as stipulated in the Probation Agreement.
- The Chair will share the interim assessments with other Committee members, as necessary
- At the completion of the Probation rotation, the Committee will again meet to review the assessments and to recommend to the Associate Dean, PGME one of the following:
  - Re-instatement
  - Extension of the Probation with specification of deficiencies remaining to be addressed and specific plans for resolution
  - Dismissal

9.3.4 The resident involved must receive a copy of all documentary evidence.

9.4 The Residency Program Director must submit a copy of the request for Probation along with a formal **Probation Plan** to the Chair of the Probation Committee within 15 working days of the notification to the Program Director of the occurrence of the “trigger event”. This Plan must include the following:

9.4.1 Description of the deficiencies

9.4.2 Specific resources available for correcting the deficiencies

9.4.3 Duration of the Probation rotation (see 8.2 and 8.3)

9.4.4 ~~Potential outcomes~~

9.4.5 Probation Supervisor, who is one of the following:

- — One of the Residency Program faculty
- — Not a Rotation Supervisor
- — Not administratively involved in the sequence of events that led to the Probation

9.5 A Probation rotation, including nature and content will be determined by the Residency Program Director and the Probation Committee and detailed in the **Probation Agreement Document** and will include the following:

9.5.1 Goals and objectives

9.5.2 Resources identified to achieve the goals and objectives

9.6 The formal Probation Plan must be detailed using the **Probation Agreement Document** of the University of Manitoba, Faculty of Medicine and signed by the resident, Residency Program Director, Probation Supervisor and Chair of the Probation Committee.

9.69.11 9.7 The Associate Dean, PGME may change any element of the Probation Plan after consulting with the Probation Committee, to ensure that all policies and procedures have been followed (see 8.4).

9.8 A rotation assessment will be completed for the Probation rotation (see 3.2 and 3.3).

9.9 If the resident passes the Probation rotation assessment, then he/she subsequently returns to his/her regularly scheduled rotations in the Residency Program.

9.9.1 The time spent during the Probation rotation is not credited toward the final requirements of training and the total training interval is adjusted accordingly.

9.10 If the resident does **not** pass the Probation rotation assessment, then the Probation Committee, in consultation with the Residency Program Director, will recommend one of the following outcomes:

9.10.1 Pass — Return to Training

9.10.2 An extended Probation rotation

9.10.3 Dismissal

9.11 The Associate Dean, PGME will review the recommendations of the Probation Committee to ensure that all policies and procedures have been followed.

9.12 ~~The decision to place a resident on Probation may be appealed as an academic appeal per the Faculty Appeals Policy.~~

## STATEMENT OF

### 10. POLICY STATEMENTS – SUSPENSION

~~10.1~~ Suspension of a resident/trainee may be imposed as an interim measure ~~for determination of~~ while determining the best definitive course of action in the following circumstances:

~~12.~~ There is a breach of the policies, by-laws or Codes/codes of Conduct ~~of conduct~~ and/or suspension of clinical privileges by one ~~or more~~ of the following:

~~a.~~ University of Manitoba

~~b.~~ WRHA

~~c.~~ CPSM

~~10.1.1 There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Residency Program would pose a threat to the well-being of the patients, colleagues, students, staff and/or the resident him/herself.~~

• There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident/trainee in the Residency Program would pose a threat to the well-being or safety of patients, colleagues, students, staff and/or himself/herself

~~13.~~ There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to the University of Manitoba, WRHA or other property.

~~14.~~ Failure of the resident/trainee to agree to a or comply with an approved Remediation Plan ~~or a~~ Probation Plan.

10.2 -When a the resident is placed on Suspension, the following principles apply:

10.2.1 Licensure and registration with CPSM are ~~suspended~~ inactivated (lifted)

10.2.2 Payment through ~~WRHA may~~ MSAS might be suspended-

10.2.3 -Medical malpractice coverage (CMPA) ~~may~~ might be suspended-

## **11. PROCEDURES – SUSPENSION**

~~10.3~~ ~~11.1~~ In Time-based rotations will continue to be an organizing structure for residency training

10.3.1 Depending on the event of a individual circumstance warranting, Suspension, might lead to an extension of the resident's training

10.3.2 Limits to overall Residency Program training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training

10.4 The Program Director should advise the trainee to meet with the Associate Dean, PGME Student Affairs for counselling

10.5 In circumstances where the reason for Suspension is related to issues of Professionalism, resident must — meet with the Associate Dean, Professionalism for counselling

10.6 The trainee may appeal the decision for Suspension from the Residency Program

10.7 The University of Manitoba has the authority to implement a **Disciplinary Suspension** in accordance with the **Student Discipline By-Law**

## **11. PROCEDURES – SUSPENSION (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps)**

11.1 In a situation where a “trigger event” warrants Suspension of a trainee, the Residency Program Director, acting on behalf of the Residency Program Committee, must immediately ~~inform~~ **notify** the Department Head and the Associate Dean, PGME in writing, indicating ~~through~~ **formal documentation (email or hard copy)**, the following:

- ~~11.1.1~~ The ~~inciting circumstances~~ “trigger event” leading to the Suspension
- ~~11.1.2~~ The request for the ~~resident's~~ trainee's interim Suspension pending determination of the appropriate subsequent course of action



~~11.2~~ ~~11.2~~ The Residency Program Director must inform the ~~resident~~trainee immediately ~~in writing through formal~~  
documentation (email or hard copy) of a ~~request for Suspension.~~

~~10.3~~ ~~11.3~~ The ~~resident~~trainee should be provided the opportunity of a face-to-face meeting with the ~~Residency Program Director to discuss the following:~~

~~11.3.1~~ ~~The reasons~~ Residency Program Director to discuss the following:

- Reason(s) for the Suspension
- Expected duration of the Suspension
- ~~• Expected duration of the Suspension~~
- ~~11.3.3~~ Expected ~~outcomes~~outcome of the Suspension

~~11.4~~ ~~11.4~~ The request for ~~resident~~the trainee's Suspension must be reviewed by the Associate Dean, PGME, who ~~determines~~will determine the course of action ~~as follows, including one of the following:~~

~~i.~~ ~~11.4.1~~ Denial of the request for Suspension

~~ii.~~ ~~11.4.2~~ Affirmation of the Suspension on an interim basis pending further investigation ~~(see 11.5)~~

~~iii.~~ ~~11.4.3~~ Recommendation of proceeding directly to Remediation, Probation or Dismissal ~~/Withdrawal from the Residency Program~~

~~11.5~~ ~~11.5~~ Where a Suspension of the trainee is affirmed, the Associate Dean, PGME ~~will~~must conduct ~~an~~  
a timely investigation ~~into the of~~ matters ~~of concern~~related to the "trigger event" that led to the Suspension ~~within ten working days of the commencement of the Suspension~~  
and thereafter ~~will~~must make a final decision ~~on as to~~ how the matters should be addressed.

~~11.6~~ ~~11.5.1~~ The Associate Dean, PGME has the option of requesting the assistance of the PGME-EAC in the investigation and the final decision with respect to the Suspension

~~40.411.6~~ When ~~a resident~~the trainee is placed on or taken off Suspension, the ~~PGME~~CPGME Office must ensure ~~the following~~:

~~11.6.1~~ the following:

- Notification of CPSM regarding licensure and registration of the trainee
- ~~11.6.2~~ Notification of WRHAMSAS regarding payment and medical malpractice coverage (CMPA)
- ~~11.6.3~~ Notification of PARIM in writing through immediate formal documentation (email or hard copy) that ~~a resident~~the trainee has been ~~suspended within 24 hours of such suspension~~placed on Suspension

~~11.7~~ The resident may appeal the decision for Suspension as an academic appeal per the **Faculty Appeals Policy**.

~~11.8~~ The University of Manitoba has the authority to implement a **Disciplinary Suspension** in accordance with the **Student Discipline By-Law**.

#### • ~~STATEMENT OF POLICY~~ STATEMENTS – DISMISSAL

**12.** ~~12.1~~ Grounds for WITHDRAWAL (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal of a resident Withdrawal process maps)

~~40.512.1~~ A trainee may be dismissed from the Residency Program ~~may include reasons of academic and/or general unsuitability for practice under the following~~

##### • ~~Academic~~

~~12.1.1.1~~ circumstances:

- A resident ~~will~~might be dismissed after **unsatisfactory** (failing) assessments on any three rotations over the course of his/her Residency Program. Typically, these would be **unsatisfactory** assessments on a rotation and the subsequent Remediation and Probation, **but** it could also include any combination of regular rotations and Remediation rotations.
- The trainee is on an extended Leave of Absence (LOA) or Suspension and it has been determined that successful return to or completion of the Residency Program is unlikely

- The trainee has exceeded or is reasonably expected to exceed the time specified by the Specialty Committee of the RCPSC as the maximum time of training for the Residency Program, pro-rated for part-time training and approved LOA

There is reasonable suspicion of improper conduct of such a nature that the continued presence of the —

————— An example: A resident who passes two separate Remediation rotation assessments after two separate **unsatisfactory** regular rotation assessments will still face the possibility of Dismissal upon a third new **unsatisfactory** regular rotation assessment (also see 3.7.2 and 3.7.3 regarding **borderline** assessment and **unsatisfactory** assessment equivalency).

- Unsuitability for Practice

- 12.1.2.1 This may be trainee in the Residency Program would pose a threat to the well-being or safety of patients, colleagues, students, staff, and/or himself/herself
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to University of Manitoba or other property
- The trainee is considered unsuitable for practice on the basis of ~~behavior~~behaviour that would be considered inconsistent with reasonable standards of professionalism, ethics, competence and judgment in conformity with any **Professional Unsuitability By-Law** adopted by the University of Manitoba, Faculty of Medicine and the professional and ethical standards of the CPSM.

## 12.2 The trainee may voluntarily withdraw from the Residency Program prior to the decision for Dismissal

12.2.1 A trainee who voluntarily withdraws from the Residency Program may reapply for future postgraduate training at the University of Manitoba

## 12.3 The Program Director should advise the trainee to meet with the Associate Dean, PGME Student Affairs for counselling

## 12.4 In circumstances where the reason for Dismissal is related to issues of professionalism, the trainee **must** meet with the Associate Dean, Professionalism for counselling

## 12.5 The trainee may appeal the decision for Dismissal from the Residency Program

# 11.13. PROCEDURES – DISMISSAL/ WITHDRAWAL (see Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps)

11.13.1 —The Residency Program Director, after consultation with the Residency Program Committee **must** submit a ~~written/ e-mail~~formal (email or hard copy) request for Dismissal

to the Associate Dean, PGME within five working days of the notification to the Program Director of the occurrence of the “trigger event “for the Dismissal, including the following:reason(s) for the request

- Reason(s) for the request

• 13.1.1 A copy of the request **must** be sent to the resident

13.2 The Associate Dean, PGME **must** ~~appoint a Probation Committee~~ within five working days ~~immediately notify the Chair of the PGME-EAC~~ of the request for Dismissal ~~(see 9.2 from the Residency Program~~

~~41.2~~13.3 The Chair convenes a meeting of the PGME-EAC to review and 9.3)to consider approval of the request for Dismissal within ten working days of notification by the Associate Dean, PGME

- ~~The Probation Committee will meet within ten working days of the request for Dismissal to determine whether Dismissal is warranted or if another course of action is indicated (see 9.3.3.5).~~

~~41.2.4~~13.3.1 If the ~~Probation Committee~~PGME-EAC upholds the ~~request for~~ Dismissal, then the Chair of the Committee immediately informs the Associate Dean, PGME immediately, in writing, through formal documentation (email or hard copy)

~~41.3~~13.4 The Associate Dean, PGME ~~presents~~must present the decision regarding Dismissal at the ~~FPGME~~CPGME Executive Committee for final review ~~and approval~~

~~41.3.4~~13.4.1 If the ~~FPGME~~CPGME Executive Committee upholds the decision for Dismissal, then the ~~resident~~trainee will be dismissed immediately from all further postgraduate training at the University of Manitoba ~~and may not reapply for future postgraduate training at the University of Manitoba~~

~~41.4~~13.5 When ~~a resident~~the trainee is dismissed or withdraws from ~~Postgraduate training,~~ the ~~FPGME~~Residency Program, the CPGME Office must ensure ~~the following:~~

- Notification of CPSM by formal documentation regarding licensure and registration
- Notification of ~~WRHAMSAS~~ regarding payment and medical malpractice coverage ~~(i.e. CMPA).~~

- Notification of PARIM ~~in writing~~ by formal documentation (email or hard copy) that ~~a resident~~ the trainee has been dismissed /has withdrawn within ~~24~~ twenty-four hours of such ~~dismissal~~.
- ~~The decision for Dismissal may be appealed as an academic appeal per the Faculty Appeals Policy and the University of Manitoba Senate Committee on Appeals-/Withdrawal~~

**POLICY CONTACT:** Associate Dean, PGME

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University of Manitoba, Faculty of Medicine, PGME Resident Appeals Policy; Draft, July 2013

Link to be noted when on PGME website:

~~University of Manitoba, Faculty of Medicine, PGME Forward Feeding Policy, Draft, July 2013~~

~~Link to be noted when on PGME website:~~

~~University of Toronto, Postgraduate Medical Education, PGME Minimum Standards for Resident in Training Evaluation Reports (ITERs), PGMEAC April 27, 2012~~

~~[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/media/Appropriate\\_Disclosure\\_of\\_Learner\\_Needs\\_Policy.pdf](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/media/Appropriate_Disclosure_of_Learner_Needs_Policy.pdf)~~

~~University of Manitoba – Voluntary Withdrawal from PGME Residency Training Policy  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/policies.html](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html)~~

## **APPENDICES**

~~**Appendix 1:** PGME Assessment, Remediation, Probation Flow Chart~~

~~**Appendix 2:** PGME Minimum Standards for Resident in Training Evaluation Reports (ITERs); two sample ITER forms~~

~~**Appendix 3:** PGME Renewal Change Form~~

~~Link to Form:~~

~~**Appendix 4:** PGME Remediation Agreement Template~~

~~Link to Template~~

~~**Appendix 5:** PGME Probation Agreement Template~~

~~Link to Template~~

## **Appendix 2: ~~PGME Minimum Standards for Resident in Training Evaluation Reports (ITERs)~~**

### **~~PGME MINIMUM STANDARDS FOR RESIDENT IN-TRAINING EVALUATION REPORTS~~**

~~(Source: University of Toronto, Postgraduate Medical Education, PGME Minimum Standards for Resident in Training Evaluation Reports (ITERs), PGMEAC April 27, 2012)~~

- ~~• ITERs must be integrated as one assessment method within the residency program's in-training evaluation system which must:~~
  - ~~• Be based on the goals and objectives~~
  - ~~• Clearly identify the methods by which residents are to be evaluated, and~~
  - ~~• Clearly identify the level of performance expected of residents in the achievement of these objectives (General Standards B6.1, July 2012)~~
- ~~• ITERs should:~~
  - ~~• Be of reasonable length~~
  - ~~• Reflect an explicit and integrated mapping of:~~
    - ~~1. Rotation specific goals and objectives~~
    - ~~2. Different practice contexts (i.e. patient populations, clinical/practice, settings)~~
    - ~~3. Graded responsibility (i.e. appropriate varying expectations between years of training and/or development from junior to senior trainees)~~
    - ~~4. Allow some flexibility to incorporate program and environment specific design~~
- ~~• All ratings questions will be on a 5 point scale (3 point scale for Family Medicine) with appropriate anchors. The anchors will be designed such that:~~
  - ~~• The anchor equivalent to value 1 will be the lowest or worst ranking~~
  - ~~• The anchor equivalent to value 5 will be the highest or best ranking~~
  - ~~• A rating of 3 or more is a pass (i.e. less than 3 is a failure for that item)~~
- ~~• All forms will have 1 question that serves as the overall global performance question.~~
  - ~~1. This question will be rated on a 5 point scale with 1 being the lowest or worst ranking and 5 being the highest or best ranking) that follows the rules set out in point #1 above; for Family Medicine, will be "Pass Borderline Pass Fail Incomplete"~~
  - ~~2. This question will stand alone from other general performance questions and be considered the definitive score for global evaluation~~
  - ~~3. A rating of less than 3 is a failure of that experience.~~
- ~~• ITER forms should be coded with questions pertaining to the CanMEDs roles~~
  - ~~• Each CanMEDs role should appear on at least 1 ITER form in your Program per training level.~~

### **NOTES:**

- ~~1. It is important to have as many ITERs completed/multiple raters to increase reliability of ratings. When designing ITERs consider that faculty are more likely to complete a form that will take 3-5 minutes than a longer form.~~
- ~~2. Non-ratings questions would include questions such as the number of procedures performed, yes/no questions and all others where the user is not asked to rate or evaluate using a set of values and anchors~~



**Appendix 1: PGME Assessment, Promotion process maps**

**Appendix 2: PGME Remediation, Probation, Suspension, Dismissal Withdrawal process maps**

**Appendix 3: PGME-Education Advisory Committee – Terms of Reference**

**Appendix 4: Max Rady College of Medicine Remediation Agreement**

**Appendix 5: Max Rady College of Medicine Probation Agreement**

**Report of the Senate Committee on Instruction and Evaluation RE: Proposed CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (RCPSC), Max Rady College of Medicine, Rady Faculty of Health Sciences**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_comm\\_itees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_comm_itees/502.html).
2. At its meeting on October 18, 2018 SCIE considered a proposal from the Rady College of Medicine, Rady Faculty of Health Sciences to establish a Max Rady College of Medicine Postgraduate Medical Education (CPGME) Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (Royal College of Physicians and Surgeons of Canada Competency Based Medical Education Residency Programs).

**Observations:**

1. The Royal College of Physicians and Surgeons of Canada (RCPSC) has moved from the traditional time-based training to competency-based medical education, resulting in the current proposal to establish a CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for RCPSC Competency-Based Medical Education Residency Programs.
2. The purpose of the proposed policy would be to “Outline the policies and procedures for the fair and transparent assessment and progression of postgraduate trainees within the competence continuum of competency-based medical education for RCPSC Residency Programs”. The proposed policy also outlines the policies and procedures for managing postgraduate trainees with areas of deficiency in their attainment of milestones, including remediation, probation, suspension and dismissal or withdrawal from the Residency Program.
3. The proposed policy statements and procedures regarding Assessment outline the basis on which a trainee would be assessed, the manner in which feedback and assessment would be communicated, the responsibilities of those who would provide feedback and assessments, and the responsibilities of the trainee. Each Residency Program would be required to have a framework of clearly articulated competencies for trainees. Competencies would be organized as Entrustable Professional Activities (EPAs) and associated milestones, noting that for RCPSC specialty programs, the EPA and associated milestones would be discipline-specific as developed by each RCPSC Specialty Committee.
4. The proposed policy statements and procedures regarding Progression/Promotion outline how progression and promotion decisions would be made and communicated, the roles and responsibilities of those involved in progression and promotion decisions, and the responsibilities of the trainee. Trainees would progress through their educational

program at their own pace, although the timeframes would be impacted by the Residency Program design. Each Residency Program would have its own Competence Committee which would be responsible for the group decision-making process of determining achievement of EPAs and progression.

5. The proposed policy statements and procedures regarding Remediation include the purpose of Remediation, the possible triggers for Remediation, and the steps by which a remediation or focused learning plan would be determined and communicated. The roles and responsibilities of those who would be involved in Remediation, including the trainee, are outlined. The Competency Committee could decide a trainee requires Remediation if the trainee was not progressing as expected, has demonstrated a failure to progress, has a status of inactive, or there has been a single egregious event demonstrating serious deficiency or performance below the currently assessed level of progress.
6. Trainees on Probation would be “expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program.” The proposed policy statements and procedures concerning Probation include the trigger events that could lead to Probation, the steps by which Probation would be determined, the requirements of the Probation Agreement and the possible outcomes of Probation. The roles and responsibilities, including that of the trainee, are also outlined.
7. Suspension of a trainee may be imposed as an interim measure for determination of the best definitive course of action in specified circumstances. The proposed policy statements and procedures regarding Suspension include the circumstances under which a Suspension could be imposed, the possible outcomes of a Suspension and the roles and responsibilities in imposing a Suspension.
8. The proposed policy statements and procedures concerning Dismissal/Withdrawal include the circumstances under which a trainee might be dismissed or required to withdraw, the steps by which such a decision would be made, the outcomes of the decision, and the roles and responsibilities in imposing a dismissal or requiring a trainee to withdraw.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the proposed CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (Royal College of Physicians and Surgeons of Canada), Max Rady College of Medicine, Rady Faculty of Health Sciences, effective Fall 2019.**

Respectfully submitted,

Dr. Mark Torchia, Chair  
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.



## Max Rady College of Medicine Policy

<b>Policy Name:</b>	<b>CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (RCPSC)</b>
<b>Application/Scope:</b>	Postgraduate Medical Education Residents in RCPSC Competency-Based Medical Education Residency Programs (Competence by Design)
<b>Approved (Date):</b>	PGME Executive Committee Jan 12, 2018
<b>Review Date:</b>	5 years from approval date
<b>Revised (Date):</b>	
<b>Approved By:</b>	Dean's Council April 24, 2018 College Executive Council May 8, 2018

### BACKGROUND

The Royal College of Physicians and Surgeons of Canada (RCPSC) in conjunction with Max Rady College of Medicine, Rady Faculty of Health Sciences at the University of Manitoba has the responsibility to ensure that postgraduate trainees are competent and prepared for practice.

Competency-based medical education (CBME) is a method of training physicians to become competent by focusing on explicit abilities or capabilities (competencies) and using these competencies as a means of organizing residency education. In essence, CBME is an outcomes-based approach to postgraduate medical education that focuses on competencies required for practice.

Assessment is the process of gathering and analyzing information in order to measure a physician's competence or performance and to compare it to defined criteria. With respect to competency-based medical education, the processes of resident assessment, progression and promotion are guided by the following principles:

- Every specialty and subspecialty has specific **Entrustable Professional Activities (EPAs)** and associated **milestones** providing discrete markers of competence that are clearly articulated and that incorporate the CanMEDS Roles
- Competencies are sequenced progressively (**Competence Continuum**) in such a manner that specific and distinct, yet integrated stages/phases of training, with categorization of **milestones** and **EPAs** within each stage, are employed to mark increasing progression of the trainee on a continuum of competence toward independence in practice
- Learning experiences are organized to allow the trainee to acquire competencies and to demonstrate entrustment within a **hybrid model** of competency-based and timed rotations
- Learning is guided by real-time, high quality feedback from multiple observations
- Teaching faculty act as academic advisors/coaches for the purpose of trainee

improvement

- Competency-based assessment for learning is focused on milestone/EPA observations in the clinical setting/workplace
- Decisions regarding promotion and progression of trainees through stages of training is determined by a Competence Committee, responsible for regular review of learner progress using highly integrative data from multiple EPA and milestone observations and timely feedback as well as other assessment data
- The development of trainee competence, entrustment and independence must be demonstrated and recorded in an electronic portfolio
- All decisions pertaining to the assessment and the potential outcomes for trainees must be justified and must be documented
- The process for assessment and progression must be clear and must be applied uniformly
- It is important that the process for identification of those trainees who might be in academic difficulty is timely, transparent, fair and unbiased
- The process must allow the resident to be heard and to respond to issues related to academic or other challenges within a reasonable period of time
- There must be open, ongoing and timely communication between trainees and their supervisors
- The process must maintain the principle of mutual accountability whereby progress through training is a joint responsibility of the resident and the Residency Program

## DEFINITIONS

**Academic Advisor/Coach** – is a faculty member who establishes a longitudinal relationship with a resident for the purpose of monitoring and advising with regards to educational progress

**Academic Year** – is the time interval that commences July 1<sup>st</sup> and finishes June 30<sup>th</sup> and constitutes thirteen four-week blocks of training for residents. In a hybrid competency-based medical education model of learning, a trainee may be out-of-phase and may have a starting date other than July 1<sup>st</sup> and will be promoted to the next stage of training based on attainment of milestones, EPAs and competencies

**Anonymous Materials** – materials/information where the authorship has not been disclosed

**Assessment** – is a process of gathering and analyzing information on competencies from multiple and diverse sources in order to measure a trainee's competence or performance and compare it to defined criteria. Components of the assessment process might include the following:

- **Formative assessment** – assessment for the purposes of providing feedback to guide further learning. Furthermore, it may provide diagnostic information regarding the need for Remediation
- **Summative assessment** – assessment for the purposes of advancement, credentialing or completion
- **Criterion-referencing** – Comparing trainee performance to defined criteria. This is required for summative assessment
- **Norm-referencing** – Comparing trainee performance to a defined reference group. This is not sufficient for summative assessment, but may be useful as an adjunct to criterion referencing in formative assessment

**Block** – is one of thirteen time intervals within each academic year. With the exception of Block 1, Block 7 (Winter Holiday) and Block 13, all blocks consist of four-week intervals of training and are considered equivalent for the purpose of scheduling educational activities for trainees in the hybrid competency-based medical education model

**CanMEDS** – the RCPSC frameworks describing the seven physician roles: 1. Medical Expert; 2. Communicator; 3. Collaborator; 4. Leader; 5. Health Advocate; 6. Scholar; 7. Professional

**Certification** – is formal recognition of satisfactory completion of all necessary training, assessment and credentialing requirements of a medical discipline, indicating competence to practice independently

**CMPPA** – Canadian Medical Protective Association

**Competence** – is the array of abilities across multiple domains or aspects of physician performance

**Competence by Design (CBD)** – is the RCPSC transformational change initiative aimed at implementing a CBME approach to residency training

**Competence Committee** – is the committee responsible for assessing the progress of trainees in achieving the specialty-specific requirements of a program

**Competence Continuum** – is the series of integrated stages in competency-based medical education curriculum. The four stages/phases which apply to residency training include: 1. Transition to Discipline; 2. Foundation of Discipline; 3. Core of Discipline; 4. Transition to Practice

**Competency** – is an observable ability of a health care professional that develops through stages of expertise from novice to master

**Competency-Based Medical Education** – is an outcomes-based approach to the design, implementation, assessment and evaluation of a medical education program using an organizing framework of competencies

**Competent** – possessing the required abilities in all domains at a particular stage of medical education or practice

**CPGME** – (Max Rady) College (of Medicine) Postgraduate Medical Education

**CPSM** – College of Physicians and Surgeons of Manitoba

**Direct Observation** – is a process of assessment whereby the assessor must witness the trainee performing the specific activity in order to identify whether specific competencies were demonstrated and performed correctly (e.g. physical examination of a patient)

**Dismissal** – is the termination of the trainee's enrollment in the training program due to academic, professionalism and/or other reasons

**Educational Handover** – is a process by which information about a trainee's performance is shared with future supervisors in order to facilitate guidance and progress

**Entrustable Professional Activity (EPA)** – is a “unit of professional practice” that is comprised of measurable tasks and abilities (milestones). Once sufficient competence is achieved, this task is entrusted to the unsupervised execution by the trainee. There are residency-specific EPAs that are linked to a specific stage of the competence continuum and integrate multiple CanMEDS milestones from various CanMEDS Roles relevant to that stage. As the trainee progresses through the stages, the residency-specific EPAs become progressively more complex, reflecting the resident's achievement of more complex milestones

**Field Note** - is a tool for the real-time recording of resident assessment, intended to provide commentary, usually narrative on a specific trainee educational experience or event

**Global Assessment** – is a succinct synthesis and impression of a trainee's progress with respect to movement between stages/phases on the competence continuum

**Incomplete Rotation** – means that the trainee has completed less than the minimum seventy-five per cent time span of the rotation required in order to ensure patient safety, appropriate supervision and opportunities for observation and assessment

**Indirect Observation** – is a process of assessment whereby the assessor utilizes documented information such as that recorded in a patient chart in order to identify whether specific competencies were attained by the trainee (e.g. patient chart review)

**LOA** – means Leave of Absence

**Maximum Allowable Time** – is the maximum amount of time which a resident is allowed to take for completion of a particular stage along the competence continuum and/or for completion of training in a particular RCPSC discipline

**Milestone** – is a defined, observable marker of a trainee's ability along the developmental continuum of training. Residency-specific EPAs are comprised of multiple milestones. They are used for teaching and assessment

**MSAS** – Medical Staff Administrative Services

**Must** – as it relates to this policy, the use of the word “must” indicates that meeting the standard is absolutely necessary

**Objective (Learning Objective)** – is a clear, concise and specific statement of observable behaviors that can be assessed during and at the conclusion of the learning activity. It is also known as a **performance objective** or a **competency**

**Observers** – Individuals who take part in the assessment of a trainee in clinical and academic activities

**PARIM** – Professional Association of Residents and Interns of Manitoba

**PGME Education Advisory Committee (PGME-EAC)** – is responsible for reviewing and approving all major decisions related to trainee progression and promotion by the RPC, Competence Committees/Resident Progress Subcommittee and by Program Directors, especially those related to possible Remediation, Probation, Suspension and Dismissal/Withdrawal from the Residency Program. The PGME-EAC deals with issues of a clinical, academic or professional nature

**Primary Reviewer** – is the individual assigned by the RCPSC Residency Program to one or more of its trainees to oversee their summative assessments. This person will complete documentation with respect to RORPs and EPA attainment based on feedback from preceptors and will present that information to the Competence Committee. At the discretion of the Residency Program, the primary reviewer might also be the Academic Advisor

**Probation** – is an interval/period of training during which the trainee is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program. Probation implies the possibility of Dismissal from the Residency Program if sufficient improvement in performance is not identified at the end of the Probation Period. It is comprised of a formal program/plan of individualized educational support, assessment and monitoring designed to assist the trainee in correcting identified serious performance deficiencies

**Probation Plan** – is a formal document approved by the PGME Education Advisory Committee and the Associate Dean, PGME detailing the terms, possible outcomes and specific conditions of the Probation Period

**RCPSC** – Royal College of Physicians and Surgeons of Canada

**Remediation** – is an interval of training consisting of a formal program of individualized educational support, assessment and monitoring which is designed to assist a trainee in correcting identified areas of performance deficiencies. The goal of Remediation is to maximize the chance that the trainee will successfully complete the Residency Program

**Remediation Agreement** – is a formal document approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a remediation

**Remediation Plan/Focused Learning Plan** – is a formal document outlining the details pertaining to the competencies on which the trainee will focus, the resources required and the Remediation Supervisor during the Remediation. This plan constitutes the formal central pillar of the Remediation Agreement

**Resident** – a physician trainee registered in an accredited Residency Program following eligible undergraduate training leading to certification of attestation in a recognized specialty or subspecialty. The terms resident and trainee will be used interchangeably in this policy

**Residency Program Committee (RPC)** – the committee and sub-committees, as applicable,



chaired by the Program Director that supports the Program Director in the administration and coordination of the Residency Program. The Program Director is Chair of the RPC

**RORP** – Report of Resident Progress is a summative narrative report documenting resident assessment and progress in the Residency Program

**Rotation** – is an interval of time, usually consisting of a portion (two weeks) of a block to multiple blocks to which residents are assigned for training. Rotations may consist of consecutive blocks or may be fractionated over longer periods of time as in the case of longitudinal rotations. Learning experiences are organized to allow the trainee to acquire competencies and to demonstrate entrustment within a **hybrid model** of competency-based, timed rotations

**Secondary Reviewer** – is any member of the Competence Committee who is not the **primary reviewer** and who is responsible for reviewing all trainees on the agenda of the Competence Committee meeting. The secondary reviewer is required to come prepared to discuss all trainees' progress

**Should** – the use of the word “should” indicates that meeting the standard is an attribute to be highly desirable

**Supervisor (Clinical)** – is the physician to whom the resident reports during a given interval of time, such as an on-call shift

**Supervisor (Rotation)** – is a member of the teaching faculty who has direct responsibility for the resident's academic program activities, such as meeting the milestones and competencies during the rotation

**Supplementary Rotation** – is an additional rotation required for a trainee to meet all of the goals and objectives of an original rotation

**Suspension** – is the temporary removal of a resident from clinical and academic activities

**Trainee** – is an individual in a period of formal structured professional clinical education

**Trigger Event** – is any event that sets a course of action in motion. Previous decisions are revisited and new needs are recognized. With respect to resident training, assessment and progression, the trigger event might be related to failure of the trainee to achieve the required clinical or academic competencies or might be related to the trainee's professional conduct. This could lead to a series of actions, including Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program

**WRHA** – Winnipeg Regional Health Authority

**Working Days** – include Monday through Friday, exclude weekend days, statutory holidays, and acknowledged University of Manitoba closure days

## 1. PURPOSE

- 1.1 Outline the policies and procedures for the fair and transparent assessment and progression of postgraduate trainees within the competence continuum of competency-

based medical education for RCPSC Residency Programs

- 1.2 Outline the policies and procedures for managing postgraduate trainees with areas of deficiency in their attainment of milestones/EPAs. The policies and procedures include the following:

- Remediation
- Probation
- Suspension
- Dismissal/Withdrawal from the Residency Program

## 2. POLICY STATEMENTS – ASSESSMENT

- 2.1 For each Residency Program, there **must** be a framework of clearly-articulated competencies for the residents

- 2.2 Competencies are organized as EPAs and associated milestones, as follows:

- 2.2.1 For **RCPSC** specialty programs (Competence by Design or CBD), the EPA and associated milestones are discipline-specific as developed by each RCPSC Specialty Committee
- 2.2.2 Competencies are sequenced in a series of integrated stages known as the CBD Competence Continuum, which mark the stages/phases of increasing competence and independence, as follows:
  - Transition to discipline
  - Foundation of discipline
  - Core of discipline
  - Transition to practice
- 2.2.3 CBD is a hybrid between time-free and time-dependent training as follows:
  - 2.2.3.1 Rotations exist and are treated as a resource for the acquisition of competencies
  - 2.2.3.2 Progression through training stages is flexible and is suited to the individual trainee's development and acquisition of competencies
  - 2.2.3.3 Achievement of milestones is prioritized over time spent in training with respect to resident promotion and subsequent completion of the Residency Program
  - 2.2.3.4 The hybrid model maintains and recognizes the service imperative in residency education

- 2.2.3.5 The milestones **must** be used to design educational activities for trainees and to teach specific abilities
- 2.2.3.6 The EPAs, which integrate multiple milestones **must** be used in the assessment of residents
- 2.2.3.7 The EPAs and associated milestones for the Residency Program **must** be distributed to all residents and faculty in a timely manner prior to the commencement of the educational activities
- 2.2.3.8 The EPAs and milestones **must** be reviewed regularly by the Residency Program Committee
- 2.3 For all Residency Programs, the residents **must** receive regular and timely feedback on their performance and progress by means of performance-based assessment tools as well as by direct observation
- 2.4 With respect to **RCPSC CBD Residency Programs**, resident learning and assessment are guided by real-time high-quality feedback from multiple direct and indirect observations conducted by but not limited to teachers/preceptors, clinical supervisors, other residents (on- or off-service), other health care professionals and patients-
- 2.5 Resident assessment **must** comply with the following:
- 2.5.1 A variety of formative and summative resident assessment tools are utilized by the **RCPSC CBD Residency Programs**, including, but not limited to the following:
- Direct and indirect observation
  - Multiple source feedback
  - Structured Assessments of a Clinical Encounter (STACER)
  - Technical skills review/procedure logs
  - Patient outcomes
  - Simulation
  - Objective Structured Clinical Examination (OSCE)
  - Oral case presentation
  - Written assigned questions
  - Learning plan
  - Multiple choice question (MCQ) testing (including the RCPSC examinations)

- Short answer question (SAQ) testing (including the RCPSC specialty and sub-specialty examinations)
- 2.5.2 Either the teacher/preceptor or the trainee can initiate an EPA Observation
  - 2.5.3 Trainees will participate in clinical activities and seek high-quality observations on their progress towards achieving EPAs
  - 2.5.4 Teachers/preceptors will observe trainee clinical activities (EPA observation) and **must** provide face-to-face concrete feedback (coaching), thereby creating frequent “low-stakes” assessments of focused clinical tasks
  - 2.5.5 Trainee assessment feedback information **must** be concrete and actionable and **must** be recorded/documented in the resident’s portfolio in order to facilitate the educational changes and progression
  - 2.5.6 Unsolicited anonymous materials/data may not be used in any assessment or disciplinary proceeding or action involving the resident. The Associate Dean, PGME may inquire or investigate into matters raised by unsolicited anonymous materials
  - 2.5.7 The use of solicited aggregated anonymous materials/data such as multisource (360-degree) feedback designed to provide clinical performance measures as well as attitudinal and professional behavior assessment of the trainee is allowable
  - 2.5.8 Achievement of EPAs is determined using multiple observations, made by multiple observers, in multiple contexts
    - 2.5.8.1 The recommended number of observations for an EPA is determined by the Specialty Committee for the discipline
  - 2.5.9 Each resident should have an Academic Advisor (Coach) for supervision and support of residents with respect to progression through the stages of residency Training
    - 2.5.9.1 For Residency Programs with a small number of residents or with resource constraints, the Program Director may be the Academic Advisor
  - 2.5.10 Decisions on resident achievement of EPAs and progression are determined at a group decision-making process of the Competence Committee
  - 2.5.11 Assessments are the property of the University of Manitoba and the resident. Such information will be kept confidential unless there might be a threat to patient safety in the process
  - 2.5.12 The decision to allow appropriate disclosure of resident assessment information (Educational Handover) to future Rotation Supervisors to facilitate guidance and progress rests with the trainee’s Residency Program Committee
  - 2.5.13 The trainee may **not** appeal individual formative assessments which provide data

on performance **but** are aggregated for use in progress decisions

- 2.5.14 The trainee may appeal summative assessments which aggregate data from multiple sources

### **3. PROCEDURES – ASSESSMENT (see Appendix 3: RCPSC CBME Resident Assessment-Promotion process map)**

#### **3.1 Prior to commencement of a rotation, the following apply:**

- 3.1.1 The resident **must** review any pertinent EPAs and associated milestones, clinical and academic learning opportunities and responsibilities associated with the rotation/clinical learning experience and **must** have a plan for learning on the rotation
- 3.1.2 The resident should meet face-to-face with the Rotation Supervisor to review the EPAs and associated milestones and the clinical, academic and professional expectations and duties for the rotation/clinical learning experience

#### **3.2 During the rotation, the following apply:**

- 3.2.1 The resident receives assessment and feedback for achievement of the pertinent EPAs and milestones from multiple observations. The assessment information **must** be immediately documented by the observers in the resident's electronic portfolio

#### **3.3 At the completion of the rotation, the following apply:**

- 3.3.1 The resident should communicate with the Rotation Supervisor for an exit interview to discuss the resident's experience on the rotation

#### **3.4 With respect to the Academic Advisor (Coach), the following apply:**

- 3.4.1 The Academic Advisor **must** review individual resident assessments and portfolios for each assigned resident on a regular basis
- 3.4.2 The Academic Advisor or primary reviewer **must** meet at least semi-annually with each assigned resident to conduct comprehensive reviews of performance and to review, discuss and facilitate the implementation and follow-up of Individualized Learning Plans. More frequent meetings may be scheduled, as required
- 3.4.3 The Academic Advisor **must** formally document the details of the resident meetings
- 3.4.4 The Academic Advisor or primary reviewer **must** prepare summary review reports (RORP) and recommendations to the Competence Committee at least semi-annually, in order to determine the progress of residents in the Residency Program
- 3.4.5 The Academic Advisor liaises directly with the Residency Program Director and Competence Committee to help inform decisions related to a resident's progress

3.5 With respect to EPA achievement, the following apply:

- 3.5.1 If the resident is deemed to have achieved an EPA (EPA is “*achieved*”), then that means that all of the key milestones associated with that EPA are considered to have been achieved
- 3.5.2 If the EPA has not yet been achieved (EPA is “*in progress*”), the component milestones associated with that EPA can be reviewed individually (“unpacked”) in order to identify the particular challenge and to address the learning difficulty so as to provide concrete input and feedback to the trainee

3.6 In the case of **Incomplete Rotations**, the following apply:

- 3.6.1 Should a resident fail to complete seventy-five per cent of a rotation, then the Rotation Supervisor and/or Home Program Director **must** record this as an incomplete rotation
- 3.6.2 Even if all EPAs associated with the rotation have already been met and academic credit is not required, the resident may still be required to complete a supplementary rotation at the discretion of the Home Residency Program
- 3.6.3 The exact nature and duration of a supplementary rotation may vary depending on the nature of the original rotation and the proportion missed, but shall not exceed the duration of the original rotation. This will be determined by the Rotation Supervisor and the Home Residency Program Director
- 3.6.4 The time spent during the supplementary rotation may alter the completion of training date. The Program Director and Competence Committee will use their discretion in determining the trainees’ new completion of training date

#### 4. POLICY STATEMENTS – PROGRESSION/PROMOTION

- 4.1 Although the specific timeframes will be impacted by Residency Program design, scheduling of educational activities and service commitments, learners progress through their educational programs at their own pace
- 4.2 With regular feedback and coaching, each resident should achieve the EPAs and related milestones within their current stage of training, within a predictable training timeframe
  - 4.2.1 Limits to overall training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training as well as the typical duration of each stage of the Competence Continuum
- 4.3 Progression decisions on EPA achievement and promotion to the next stage of training are determined away from the individual teacher-learner interaction, as follows:
  - 4.3.1 The Academic Advisor/Program Director meets with the trainee at least semi annually to review progress in achieving the required competencies
  - 4.3.2 Each Residency Program has it’s own Competence Committee which is

responsible for the group decision-making process of determining learner achievement of EPAs and progression through the stages/phases of training toward certification by the RCPSC

4.3.3 The Residency Program Competence Committee will report to the Residency Program Committee/Residency Training Committee (**see Appendix 1: Competence Committee – Terms of Reference**)

4.4 The Academic Advisor may be enlisted to summarize resident progress for the Competence Committee

4.5 The Competence Committee reports outcomes of discussions to the Residency Program Committee in a timely manner in order to ensure fairness and appropriate sequencing of training experience

4.6 The trainee may appeal progress decisions of the Competence Committee

4.7 Major progression and promotion decisions, including the trainee's final portfolio documenting achievement of competencies **must** be verified and approved by the Residency Program Director and the Associate Dean, PGME

4.8 All decisions leading to Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program **must** be reviewed and approved by the PGME Education Advisory Committee (PGME-EAC) prior to approval by the Associate Dean, PGME (**see Appendix 2: PGE Education Advisory Committee – Terms of Reference**)

4.8.1 The trainee may appeal decisions of the PGME-EAC

## **5. PROCEDURES – PROGRESSION/PROMOTION (see Appendix 3: RCPSC CBME Resident Assessment-Promotion process map)**

5.1. Trainees are selected for a planned Competence Committee meeting by the Chair, the Program Director or their delegate

5.1.1 Each trainee **must** be discussed at least semi-annually

5.1.2 Trainees may be selected for review based on any one of the following criteria:

- Regularly timed review
- A concern has been flagged on completed assessment(s)
- Completion of stage requirements and eligible for promotion or completion of training
- Requirement to determine readiness for the RCPSC examination
- Concern regarding a significant delay in the trainee's progress or academic performance
- Decision required regarding possible significant acceleration of the

trainee's progress

- 5.2. Each trainee selected for the discussion at the Competence Committee meeting is assigned to a designated **primary reviewer** (the trainee's Academic Advisor or a designated member of the Competence Committee) who completes a detailed summary review of each active EPA and of overall trainee performance based on observations and other assessments or reflections included within the trainee's portfolio
  - 5.2.1 The primary reviewer **must** consider the trainee's recent numerical data, comments and any other valid sources of information (OSCE; in-training examination performance; other)
  - 5.2.2 The primary reviewer will prepare and provide a succinct synthesis and impression of the trainee's progress to the Competence Committee
  - 5.2.3 The primary reviewer proposes a resolution on the trainee's status going forward
- 5.3 During the Competence Committee meetings, the following apply for each active trainee:
  - 5.3.1 The primary reviewer presents relevant synthesis of information pertaining to each EPA, including reports from the electronic portfolio, important quotes from any observational comments about the trainee and concludes by proposing the following:
    - Recommended action on each active EPA
    - **Global assessment** of the trainee's status with respect to the current stage/phase of training and recommended action for the trainee going forward in the Residency Program
  - 5.3.2 All other Competence Committee members (**secondary reviewers**) are responsible for reviewing and discussing the trainee's progress
  - 5.3.3 Deliberations of the Competence Committee for each active EPA, including the summary assessment by the primary reviewer and Committee recommendations will be documented in the trainee's electronic portfolio and might include the following:
    - 5.3.3.1 Trainee has "*completed the EPA*"
      - Recommendation is for removal from the active EPA list
    - 5.3.3.2 Trainee's "*progress is accelerated*". Possible recommendations for action might include the following:
      - Modify Learning Plan
      - Continue without modification
    - 5.3.3.3 Trainee is "*progressing as expected*". Possible recommendations for action might include the following:



- Monitor learning
  - Modify Learning Plan
  - Continue learning the EPA without modification
- 5.3.3.4 Trainee is *“not progressing as expected”*. Possible recommendations for action might include the following:
- Modify Learning Plan
  - Remediation of EPA
- 5.3.3.5 Trainee has demonstrated *“failure to progress”*. Possible recommendations for action might include the following:
- Remediation of EPA
  - Probation of EPA
  - Dismissal/Withdrawal from the Residency Program
- 5.3.4 Deliberations of the Competence Committee for **global assessment** of the trainee’s status with respect to the current stage/phase of training and recommended action going forward in the Residency Program, including the summary assessment by the primary reviewer, the resolution of the Committee on the trainee’s status and associated progress recommendations are documented in the trainee’s electronic portfolio and might include the following:
- 5.3.4.1 Trainee has *“completed the current stage/phase”*
- Recommendation is for advancement to the next stage/phase at the earliest appropriate opportunity
- 5.3.4.2 Trainee’s *“progress is accelerated”*. Possible recommendations for action might include the following:
- Modify Learning Plan
  - Continue in current stage/phase without modification
- 5.3.4.3 Trainee is *“progressing as expected”*. Possible recommendation for action might include the following:
- Monitor learning
  - Modify Learning Plan
  - Continue in the stage/phase without modification

- 5.3.4.4 Trainee is “*not progressing as expected*”. Possible recommendations for action might include the following:
- Modify Learning Plan
  - Remediation
- 5.3.4.5 Trainee has demonstrated “*failure to progress*”. Possible recommendations for action might include the following:
- Remediation
  - Probation
  - Dismissal/Withdrawal from the Residency Program
- 5.3.5 The Competence Committee members vote on the recommendations of the primary reviewer
- 5.3.6 Decisions can be deferred if additional information is required, but the deferred decision **must** be revisited within four weeks
- 5.3.7 A status decision on the trainee is recorded in the Competence Committee’s archives
- 5.3.8 As soon as possible after the Competence Committee decision, the Academic Advisor, Residency Program Director or other appropriate delegate will discuss the decision of the Competence Committee with the trainee
- 5.3.9 Changes to the trainee’s Learning Plan, assessments or rotation schedule are developed and implemented as soon as feasible
- 5.3.10 The trainee may appeal decisions of the Competence Committee
- 5.3.11 In the event that a trainee’s performance on a previously attained EPA indicates that “*EPA entrustment is no longer appropriate*”, that EPA will be reactivated and added to the ongoing list of EPAs for assessment at the Competence Committee meetings. Possible progression recommendations would depend on the EPA and on the degree of lapse and might include the following:
- Reactivation of the EPA with or without Remediation or Probation of the EPA and one of the following:
    - Continue in the current stage/phase with a modified Learning Plan
    - Continue in the current stage/phase on Remediation
    - Continue in the current stage/phase on Probation
- 5.3.12 With respect to the trainee whose status is “*inactive*” (Leave of Absence or

Suspension), the Competence Committee will discuss the current status of the trainee and will document the discussion and related recommendation in the trainee's portfolio. Possible recommendations for action might include the following:

- Return to training (re-entry point and conditions will be specified)
- Monitor learning for expected return from LOA or Suspension
- Remediation
- Probation
- Dismissal/Withdrawal from the Residency Program

- 5.4 Major progression and promotion decisions, including the trainee's final portfolio documenting achievement of competencies and promotion to certification **must** be forwarded by the Competence Committee to the Residency Program Director and on to the Associate Dean, PGME for verification and approval prior to submission to the RCPSC
- 5.5 All decisions leading to Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program **must** be forwarded by the Residency Program Director to the PGME Education Advisory Committee (PGME-EAC) Chair for review. The PGME-EAC Chair will forward all relevant documentation and recommendation to the Associate Dean, PGME for approval
- 5.6 Annual promotion principles pertaining to the PARIM - WRHA Collective Agreement whereby residents are remunerated is based in annual advancement of PGY level
- 5.6.1 The Residency Program Director **must** submit on behalf of each resident, a Trainee Appointment eForm annually (**see Appendix 4: PGME How to Process a Trainee Appointment eForm**)

## 6. POLICY STATEMENTS – REMEDIATION

- 6.1 Remediation represents a formal, individualized learning opportunity intended to guide the resident towards successful attainment of clinical, academic or professional competencies
- 6.2 Remediation might be required for an entire stage/phase of training or for an individual EPA, as appropriate to the nature and scope of the observed deficiency
- 6.3 The decision for a trainee to undergo Remediation is determined by the Competence Committee based on one of the following trigger events:
- Trainee is *"not progressing as expected"*
  - Trainee has demonstrated *"failure to progress"*
  - Trainee's status is *"inactive"* but it has been determined that the resident requires a Focused Learning Plan in order to achieve the required competencies upon return from a Leave of Absence or Suspension

- A single egregious event involving the trainee and demonstrating serious deficiency or performance below the currently assessed level of progress
- 6.4 The Remediation Plan/Focused Learning Plan will focus on ensuring that the learning experiences are organized to immerse the trainee in authentic practice conditions
  - 6.5 The trainee should be actively involved and engaged in the development of the Remediation Plan/Focused Learning Plan
  - 6.6 Once developed, the Remediation Plan/Focused Learning Plan becomes a mandatory feature of the resident's training
  - 6.7 The PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME **must** review and approve all Remediation Plans prior to commencement
  - 6.8 The trainee's participation in the Remediation Plan/Focused Learning Plan is a prerequisite for ongoing participation in the Residency Program
  - 6.9 Progress during Remediation is based on documentation of competency attainment rather than on successful completion of time-based rotations
    - 6.9.1 Time-based rotations will continue to be an organizing structure for residency training. Depending on the individual circumstance, Remediation might lead to an extension of the resident's training
    - 6.9.2 Limits to overall training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training as well as the typical duration of each stage of the Competence Continuum
  - 6.10 In the event that the Residency Program Director determines that a Leave of Absence (LOA) is necessary for a trainee during the Remediation, then the Remediation Program is considered incomplete
    - 6.10.1 The Remediation Plan/Focused Learning Plan will be redesigned upon the trainee's return from the LOA
  - 6.11 The trainee may appeal only the outcome decision at the conclusion of the Remediation
  - 6.12 During Remediation, the trainee is allowed to apply for a transfer to another Residency Program

## 7. PROCEDURES – REMEDIATION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)

- 7.1 The Residency Program Director **must** submit a formal request for Remediation to the Associate Dean, PGME or Chair of PGME-EAC within five working days of the “trigger event” decision of the Residency Program Competence Committee
  - 7.1.1 The reason(s) for the request for Remediation **must** be included in the submission

- 7.1.2 The Associate Dean, PGME or PGME-EAC Chair will confirm if the Remediation is warranted to proceed
- 7.2 The Residency Program Director **must** submit a formal **Remediation Agreement**, which includes a **Remediation Plan/Focused Learning Plan** to the Associate Dean, PGME or Chair of PGME-EAC **within fifteen working days of the notification of the Program Director of the “trigger event” decision** of the Residency Program Competence Committee. The Remediation Plan/Focused Learning Plan **must** include the following: (see **Appendix 6: Max Rady College of Medicine Remediation Agreement**)
- Identified competencies on which to focus during Remediation
  - Time frame for elements of the Remediation Program. The Focused Learning Plan should include time-based rotations which continue to be an organizing structure for residency training
  - The specific resources being deployed for competency attainment during the Remediation
  - Remediation Supervisor (approved by the PGME-EAC) as recommended by the RPC. The Residency Program Director may not be the trainee’s Remediation Supervisor
  - The criteria for completion of the Remediation such as any of, but not limited to the following:
    - Completion of milestones
    - Examination performance
  - Potential outcomes for each interim assessment of the Remediation, which might include the following:
    - Trainee has “*completed the element*”: Possible recommendation for action might include the following:
      - Advancement to the next stage/phase if appropriate for Remediation Plan
      - Remove EPA from active EPA list, if appropriate for Remediation Plan
    - Trainee is “*progressing as expected*”. Possible recommendations for action might include the following:
      - Discontinuation of Remediation and resumption of element
      - Continuation of Remediation
    - Trainee is “*not progressing as expected*”. Recommendations for action might include the following:

- Continuation of Remediation
  - Probation
  - Trainee has demonstrated “*failure to progress*”. Recommendations for action might include the following:
    - Continuation of Remediation
    - Probation
    - Dismissal/Withdrawal from the Residency Program
- 7.3 The PGME Education Advisory Committee (PGME-EAC) **must** review all submitted formal Remediation Plans/Focused Learning Plans in a timely manner and **must** reach a consensus with respect to one of the following:
- Approval of the Remediation Plans/Focused Learning Plans without revision
  - Revision and approval of the Remediation Plans/Focused Learning Plans
- 7.4 The PGME-EAC **must** communicate all Remediation Plan/Focused Learning Plan decisions to the respective Residency Program Directors
- 7.5 The formal **Remediation Plan must** be detailed in conformity with the **Remediation Agreement** Document of the University of Manitoba Max Rady College of Medicine and **must** be signed by the resident, Residency Program Director, Remediation Supervisor, Chair, Education Advisory Committee (PGME-EAC) and Associate Dean, PGME (see **Appendix 6: Max Rady College of Medicine Remediation Agreement**)
- 7.6 The Program Director **must** discuss the approved Remediation Plan with the Remediation Supervisor, Academic Advisor prior to implementation
- 7.7 The Program Director **must** meet with the trainee to discuss the Remediation Plan
- 7.8 The Remediation Supervisor is responsible for monitoring the trainee’s progress during the Remediation, as follows:
- 7.8.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Remediation Supervisor
  - 7.8.2 The Remediation Supervisor **must** meet with the trainee regularly to discuss their progress with respect to the Remediation/Focused Learning Plan
  - 7.8.3 The Remediation Supervisor **must** report the trainee’s progress, including the outcome of the Remediation to the Residency Program Competence Committee
- 7.9 The Residency Program Competence Committee **must** review the trainee’s progress in order to decide on the outcome of the Remediation and the status of the trainee as follows:

- Trainee is “*progressing as expected*” and has successfully completed the Remediation
- Trainee is “*not progressing as expected*” and requires further Remediation
- Trainee has demonstrated “*failure to progress*” and requires one of the following:
  - Further Remediation
  - Probation
  - Dismissal/Withdrawal from the Residency Program

7.10 The Associate Dean, PGME in consultation with the PGME-EAC will consider the recommendations of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed

7.11 The Residency Program Director **must** complete the Assessment and Outcome portions of the Remediation Agreement Document for review and approval by the PGME-EAC and the Associate Dean, PGME

## 8. POLICY STATEMENTS – PROBATION

8.1 Probation is a formal process in which the trainee is **expected** to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Residency Program

8.2 Probation might be required for an entire stage/phase of training or for an individual EPA, as appropriate to the nature and scope of the observed deficiency

8.3 The decision for a trainee to undergo Probation is determined by the Competence Committee for RCPSC CBD Residency Programs based on one of the following “trigger events”:

- Trainee is deemed to be “*not progressing as expected*” or “*failing to progress*” on any assessment to the extent that they are considered likely to exceed the maximum allowable time for the element for which the trainee is undergoing Remediation
- Trainee is deemed to be “*not progressing as expected*” on an assessment related to a Remediation and it has been determined that further Remediation is not appropriate
- Trainee has demonstrated “*failure to progress*” status despite following the Remediation Plan/Focused Learning Plan and it has been determined that further Remediation is not an option
- A single egregious event involving a trainee where there is a significant and immediate concern

8.3.1 In situations where the incident or “trigger event” related to a trainee’s professional conduct requires immediate action, the Residency Program Director or delegate has

the option of implementing the Probation procedures in advance of the Competence Committee discussion

- 8.3.2 In situations where the “trigger event” leading to possible Probation might pose a threat to the well-being or safety of patients, colleagues, students, staff and/or the trainee himself/herself, the Residency Program Director or delegate **must** consider immediate Suspension of the trainee as an interim measure prior to the Competence Committee Probation discussion and decision (**see Suspension**)
- 8.4 The formal Probation Plan **must** be detailed in conformity with the Probation Agreement Document of the University of Manitoba Max Rady College of Medicine and **must** be signed by the Resident, Residency Program Director, Probation Supervisor Chair, PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME prior to implementation
- 8.5 The trainee’s participation in the Probation Plan is a prerequisite for ongoing participation in the Residency Program.
- 8.6 The Program Director **must** meet and discuss the Probation Plan with the trainee
- 8.7 The Program Director should advise the trainee to meet with the Associate Dean, PGME Student Affairs for counselling
- 8.8 In circumstances where the reason for Probation is related to issues of professionalism, the trainee **must** meet with the Associate Dean, Professionalism for counselling
- 8.9 The trainee **must** fully comply with the conditions specified in the Probation Plan
- 8.10 The trainee **must** fully comply with any other conditions prescribed by the PGME-EAC and Associate Dean, PGME for the Probation
- 8.11 During Probation, the trainee is **not** allowed to apply for transfer to another Residency Program
- 8.12 Progress during Probation is based on documentation of competency attainment and correction of serious deficiencies rather than on successful completion of time-based rotations
  - 8.12.1 Time-based rotations will continue to be an organizing structure for residency training. Depending on the individual circumstance, Probation might lead to an extension of the resident’s training
  - 8.12.2 Limits to overall Residency Program training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training as well as the typical duration of each stage of the Competence Continuum
- 8.13 In the event that the Residency Program Director determines that a Leave of Absence (LOA) is necessary for a trainee during the Probation, then the Probation Program is considered incomplete



8.13.1 The Probation Plan will be redesigned upon the trainee's return from the LOA

8.14 The trainee may appeal **only** the outcome decision at the conclusion of the Probation

**9. PROCEDURES – PROBATION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)**

9.1 The Residency Program Director **must** submit a formal request for Probation to Associate Dean, PGME or Chair of PGME-EAC within five working days of the “trigger event” decision of the Residency Program Competence Committee

9.1.1 The reason(s) for the request for Probation **must** be included in the submission

9.1.2 The Associate Dean, PGME or Chair of PGME-EAC will confirm if the probation is warranted to proceed

9.2 The Residency Program Director **must** submit a formal **Probation Agreement** which includes a **Probation Plan Agreement Document** to the Associate Dean, PGME or Chair of PGME-EAC within fifteen working days of the notification of the Program Director of the “trigger event” decision of the Residency Program Competence Committee. The Probation Plan **must** include the following:  
(see Appendix 7: Max Rady College of Medicine Probation Agreement)

- Identified competency deficiencies on which to focus during Probation
- Time frame for elements of the Probation Program/duration of the Probation
- The Probation Plan may include time-based rotations which continue to be an organizing structure for residency training
- The specific resources being deployed for competency attainment during the Probation
- Probation Supervisor (appointed by the PGME-EAC) as recommended by the RPC
- Potential outcomes, as follows:
  - With respect to competency attainment, the following apply:
    - Competency “Achieved”
    - Competency “*In progress*”
  - With respect to progress in training, the following apply:
    - Trainee is “*progressing as expected*” and has successfully completed the Probation
    - Trainee is “*not progressing as expected*” and requires further Probation or Dismissal/Withdrawal from the Residency Program

- Trainee has demonstrated “*failure to progress*” and requires further Probation or Dismissal/Withdrawal from the Residency Program
- 9.3 The PGME Education Advisory Committee (PGME-EAC) **must** review all submitted documents and materials pertaining to all requests for Probation **and** the formal Probation Plans from the Program Director in a timely manner and **must** reach a consensus with respect to the following:
  - Approval of the Probation Plan without revision
  - Revision and approval of the Probation Plan
- 9.4 The PGME-EAC **must** communicate the Probation Plan decision to the following:
  - Residency Program Director
  - Resident
  - Associate Dean, PGME
- 9.5 The formal Probation plan **must** be detailed in conformity with the Probation Agreement Document of the University of Manitoba Max Rady College of Medicine and **must** be signed by the resident, Residency Program Director, Remediation Supervisor, Chair, PGME Education Advisory Committee (PGME-EAC) Chair and the Associate Dean, PGME
- 9.6 The Program Director **must** meet with the trainee to discuss the approved Probation Plan
- 9.7 The Program Director **must** discuss the approved Probation Plan with the Probation Supervisor prior to implementation
- 9.8 The Probation Supervisor is responsible for monitoring the trainee’s progress during the Probation, as follows:
  - 9.8.1 Assessment feedback information from Clinical Supervisors and other teaching faculty is reviewed by the Probation Supervisor
  - 9.8.2 The Probation Supervisor **must** meet with the trainee regularly to discuss their progress with respect to the Probation Plan
  - 9.8.3 The Probation Supervisor **must** report the trainee’s progress, including the outcome of the Probation to the Residency Program Competence Committee
- 9.9 The Residency Program Competence Committee **must** review the trainee’s progress in order to decide on the outcome of the Probation and the **status** of the trainee as follows:
  - 9.9.1 Trainee is “*progressing as expected*” and has successfully completed the Probation
  - 9.9.2 Trainee is “*not progressing as expected*” and requires one of the following:

- Further Probation
- Dismissal/Withdrawal from the Residency Program

9.9.3 Trainee has demonstrated “*failure to progress*” and requires one of the following:

- Further Probation
- Dismissal/Withdrawal from the Residency Program

9.10 The Associate Dean, PGME, in consultation with the PGME-EAC will consider the recommendation of the Residency Program Director and prior to approval will ensure that all policies and procedures have been followed

9.11 The Residency Program Director **must** complete the Assessment and Outcome portions of the **Probation Agreement Document** for review and approval by the PGME-EAC and the Associate Dean, PGME

## 10. POLICY STATEMENTS – SUSPENSION

10.1 Suspension of a trainee may be imposed as an interim measure for determination of the best definitive course of action in the following circumstances:

- There is a breach of the policies, by-laws or codes of conduct and/or suspension of clinical privileges by one of the following:
  - University of Manitoba
  - WRHA
  - CPSM
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to the well-being or safety of patients, colleagues, students, staff and/or himself/herself
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to University of Manitoba, WRHA or other property
- Failure of the trainee to agree to or comply with an approved Remediation or Probation Plan

10.2 When a resident is placed on Suspension, the following principles apply:

10.2.1 Licensure and registration with CPSM are inactivated (lifted)

10.2.2 Payment through MSAS might be suspended

10.2.3 Medical malpractice coverage (CMPA) might be suspended

10.2.4 Depending on the individual circumstances, Suspension might lead to extension of the resident's training

10.2.4.1 Limits to overall Residency Program training duration for the resident requiring extension of training will be based on discipline-specific guidelines regarding the typical duration of overall training as well as the typical duration of each stage of the Competence Continuum

10.3 The Program Director should advise the trainee to meet with the Associate Dean, PGME Student Affairs for counselling

10.4 In circumstances where the reason for Suspension is related to issues of Professionalism, the trainee **must** meet with the Associate Dean, Professionalism for counselling

10.5 A trainee who is on Suspension is **not** allowed to apply for transfer to another Residency Program

10.6 The trainee may appeal the decision for Suspension from the Residency Program

10.7 The University of Manitoba has the authority to implement a **Disciplinary Suspension** in accordance with the **Student Discipline By-Law**

## **11. PROCEDURES – SUSPENSION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)**

11.1 In a situation where a “trigger event” warrants Suspension of a trainee, the Residency Program Director, acting on behalf of the Residency Program Committee, **must** immediately notify the Department Head and the Associate Dean, PGME through formal documentation (email or hard copy), the following:

- The “trigger event” leading to the Suspension
- The request for the trainee's interim Suspension pending determination of the appropriate subsequent course of action

11.2 The Residency Program Director **must** inform the trainee immediately through formal documentation (email or hard copy) of a request for Suspension

11.3 The trainee should be provided the opportunity of a face-to-face meeting with the Residency Program Director to discuss the following:

- Reason(s) for the Suspension
- Expected duration of the Suspension
- Expected outcomes of the Suspension

11.4 The request for the trainee's Suspension **must** be reviewed by the Associate Dean, PGME who will determine the course of action as follows:

- Denial of the request for Suspension
- Affirmation of the Suspension on an interim basis pending further investigation
- Recommendation of proceeding directly to Remediation, Probation or Dismissal/Withdrawal from the Residency Program

11.5 Where a Suspension of the trainee is affirmed, the Associate Dean, PGME **must** conduct a timely investigation of matters related to the “trigger event” that led to the Suspension and thereafter **must** make a final decision as to how the matters should be addressed

11.5.1 The Associate Dean, PGME has the option of requesting the assistance of the PGME-EAC in the investigation and the final decision with respect to the Suspension

11.6 When the trainee is placed on or taken off Suspension, the CPGME Office **must** ensure the following:

- Notification of CPSM regarding licensure and registration of the trainee
- Notification of MSAS regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM through immediate formal documentation (email or hard copy) that the trainee has been placed on Suspension

## 12. POLICY STATEMENTS – DISMISSAL/WITHDRAWAL

12.1 A trainee may be dismissed from the Residency Program under the following circumstances:

- Competence Committee decision on the basis of a trainee’s progress, as follows:
  - Trainee is persistently “*not progressing as expected*” despite having undergone Remediation and/or Probation
  - Trainee has demonstrated persistent “*failure to progress*” and Remediation and/or Probation was considered **not** to be an option
  - Failure of the trainee to agree to or comply with an approved Remediation or Probation Plan
  - Trainee’s status is “*inactive*” (Leave of Absence (LOA) or Suspension) and it has been determined that successful return to or completion of the Residency Program is unlikely
- The trainee has exceeded or is reasonably expected to exceed the maximum allowable time for completion of a particular stage along the competence continuum and/or for completion of training in a particular RCPSC discipline, pro-rated for part-time training and approved LOA

- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to the well-being or safety of patients, colleagues, students, staff and/or himself/herself
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the trainee in the Residency Program would pose a threat to University of Manitoba, WRHA or other property
- The trainee is considered unsuitable for practice on the basis of behavior that would be considered inconsistent with reasonable standards of professionalism, ethics, competence and judgment

12.2 At the discretion of the Associate Dean, PGME, the trainee may voluntarily withdraw from the Residency Program prior to the decision for Dismissal or at any time for reason(s) independent of Dismissal (**Reference: PGME Voluntary Withdrawal from PGME Residency Training Policy**)

12.2.1 A trainee who voluntarily withdraws from the Residency Program may reapply for future postgraduate training at the University of Manitoba

12.3 The Program Director should advise the trainee to meet with the Associate Dean, PGME Student Affairs for counselling

12.4 In circumstances where the reason for Dismissal is related to issues of professionalism, the trainee **must** meet with the Associate Dean, Professionalism for counselling

12.5 The trainee may appeal the decision for Dismissal from the Residency Program

### 13. PROCEDURES – DISMISSAL/WITHDRAWAL (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)

13.1 The Residency Program Director, after consultation with the Residency Program Committee/Competence Committee **must** submit a formal request for Dismissal from the Residency Program to the Associate Dean, PGME within five working days of that decision notification to the Program Director of the “trigger event” for Dismissal from the Residency Program, including the reason(s) for the request

13.1.1 The trainee **must** receive a copy of the documented request

13.2 The Associate Dean, PGME **must** immediately notify the Chair of PGME-EAC of the request for Dismissal from the Residency Program

13.3 The Chair of PGME-EAC convenes a meeting of that committee to review and to consider approval of the request for Dismissal within ten working days of notification by the Associate Dean, PGME

13.3.1 If the PGME-EAC upholds the Dismissal, then the Chair of the Committee informs the Associate Dean, PGME, immediately through formal documentation

13.4 The Associate Dean, PGME **must** present the decision regarding Dismissal at the

CPGME Executive Committee for final review and approval

13.4.1 If the CPGME Executive Committee upholds the decision for Dismissal, then the trainee will be dismissed immediately from all further postgraduate training at the University of Manitoba and may **not** reapply for future postgraduate training at the University of Manitoba

13.5 When the trainee is dismissed or withdraws from the Residency Program, the CPGME Office **must** ensure the following:

- Notification of the CPSM by formal documentation regarding licensure and registration
- Notification of MSAS regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM by formal documentation (email or hard copy) that the trainee has been dismissed/has withdrawn within twenty-four hours of such Dismissal/Withdrawal

**POLICY CONTACT:** Associate Dean, PGME

## REFERENCES

RCPSC CBD Policy Advisory WG\_Remediation Communique

<http://www.royalcollege.ca/rcsite/search-e?Ntt=CBD+policy+communique&Nty=1&op=Search>

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<http://www.royalcollege.ca/rcsite/search-e?Ntt=CBD+policy+communique&Nty=1&op=Search>

RCPSC CBD Policy Waiver of Training

<http://www.royalcollege.ca/rcsite/search-e?Ntt=CBD+policy+communique&Nty=1&op=Search>

RCPSC Glossary of Competence by Design Terminology

<http://www.royalcollege.ca/rcsite/educational-initiatives/terminology-medical-education-project-e>

RCPSC Terminology in Medical education working glossary October 2012

<http://www.royalcollege.ca/rcsite/cbd/cbd-tools-resources-e>

University of Dalhousie Assessment of Training and Promotion Regulations

<https://medicine.dal.ca/departments/core-units/postgraduate/calendar/academic-guidelines-policies/assessment-of-training.html>

University of Toronto Guidelines for the Assessment of Postgraduate Residents

<http://pg.postmd.utoronto.ca/about-pgme/policies-guidelines/>

University of Manitoba – Voluntary Withdrawal from PGME Residency Training Policy

[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/policies.html](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html)

CanERA Excellence in Residency Accreditation- standards of accreditation

<http://www.canrac.ca/canrac/general-standards-e>

University of Manitoba, Max Rady College of Medicine, Resident Appeals- Residency Program and Departmental Process

[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/policies.html](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html)

University of Manitoba, Max Rady College of Medicine, Student Appeals Policy

[http://umanitoba.ca/faculties/health\\_sciences/medicine/policies\\_procedures.html](http://umanitoba.ca/faculties/health_sciences/medicine/policies_procedures.html)

University of Manitoba, Governing Documents: Senate Committee on Appeals Policy and Procedure

[!](#)

University of Manitoba, Max Rady College of Medicine Appropriate Disclosure of Learner Needs (Educational Handover) Feb 8, 2017

[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/media/Appropriate\\_Disclosure\\_of\\_Learner\\_Needs\\_Policy.pdf](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/media/Appropriate_Disclosure_of_Learner_Needs_Policy.pdf)

## **APPENDICES**

**Appendix 1:** [Competence Committee – Terms of Reference](#)

**Appendix 2:** [PGME-Education Advisory Committee – Terms of Reference](#)

**Appendix 3:** [RCPSC CBME Resident Assessment-Promotion process map](#)

**Appendix 4:** [PGME Process: How to Process a Trainee Appointment Form](#)

**Appendix 5:** [PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map](#)

**Appendix 6:** [Max Rady College of Medicine Remediation Agreement](#)

**Appendix 7:** [Max Rady College of Medicine Probation Agreement](#)



**Report of the Senate Committee on Instruction and Evaluation RE: Proposed CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (CFPC), Max Rady College of Medicine, Rady Faculty of Health Sciences**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_comm\\_itees/502.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_comm_itees/502.html).
2. At its meeting on October 18, 2018 SCIE considered a proposal from the Rady College of Medicine, Rady Faculty of Health Sciences to establish a Max Rady College of Medicine Postgraduate Medical Education (CPGME) Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Residency Programs (College of Family Physicians of Canada Competency-Based Medical Education Residency Programs).

**Observations:**

1. The College of Family Physicians of Canada has moved from the traditional time-based training to Competency-Based Medical Education, resulting in the current proposal to establish a CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Residency Programs (College of Family Physicians of Canada Competency-Based Medical Education Residency Programs).
2. The purpose of the proposed policy would be to “Outline the policies and procedures for the fair and transparent assessment and progression of postgraduate residents within the competence continuum of competency-based medical education for the Family Medicine Residency Program”. The proposed policy also outlines the policies and procedures for managing Family Medicine residents with areas of deficiency in their attainment of competencies, including remediation, probation, suspension and dismissal or withdrawal from the Residency Program.
3. The proposed policy statements and procedures regarding Assessment outline the basis on which a resident would be assessed, the manner in which feedback and assessment would be communicated, the responsibilities of those who would provide feedback and assessments, and the responsibilities of the trainee. Assessment of and feedback to the trainee “should lead to guided self-assessment, reflection, revision of learning plans as necessary and gradual achievement of mastery in the required competencies.”
4. The proposed policy statements and procedures regarding Progression/Promotion outline how Progression/Promotion decisions would be made and communicated, the roles and responsibilities of those who would be involved in Progression/Promotion decisions, and the responsibilities of the resident. Decisions of the Resident Progress Committee would determine the global assessment and recommended action for the resident in the Family Medicine Program.

5. The proposed policy statements and procedures regarding Remediation include the purpose of Remediation, the possible triggers for remediation, and the steps by which a remediation or focused learning plan would be determined and communicated. The roles and responsibilities of those involved in Remediation, including the resident, are outlined. Remediation could result if the outcome of Progression/Promotion was that a resident was not progressing as expected, has demonstrated a failure to progress, has a status of inactive, or there has been a single egregious event demonstrating serious deficiency or performance below the currently assessed level of progress.
6. Residents undergoing Probation would be “expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Family Medicine Residency Program.” The proposed policy statements and procedures concerning Probation include the trigger events that could lead to Probation, the steps by which Probation would be determined and a Probation Plan would be developed, and the possible outcomes of Probation. The roles and responsibilities, including that of the resident, are also outlined.
7. Suspension of a resident could be imposed as an interim measure for determination of the best definitive course of action. The proposed policy statements and procedures regarding Suspension include the circumstances under which a Suspension could be imposed, the possible outcomes of a Suspension and the roles and responsibilities in imposing a Suspension, including that of the resident.
8. The proposed policy statements and procedures concerning Dismissal/Withdrawal include the circumstances under which a resident might be dismissed or required to withdraw, the steps by which such a decision would be made, the outcomes of the decision, and the roles and responsibilities in imposing a dismissal or requiring a resident to withdraw.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the proposed CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (College of Family Physicians of Canada Competency-Based Medical Education Residency Programs), Max Rady College of Medicine, Rady Faculty of Health Sciences, effective Fall 2019.**

Respectfully submitted,

Dr. Mark Torchia, Chair  
Senate Committee on Instruction and Evaluation

### Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

## Max Rady College of Medicine Policy

<b>Policy Name:</b>	<b>CPGME Resident Assessment, Progression/Promotion, Remediation, Probation, Suspension and Dismissal/Withdrawal Policy for Competency-Based Medical Education Residency Programs (CFPC)</b>
<b>Application/Scope:</b>	Postgraduate Medical Education Residents in CFPC Competency-Based Medical Education Residency Programs
<b>Approved (Date):</b>	PGME Executive April 10, 2018
<b>Review Date:</b>	5 years from approval date
<b>Revised (Date):</b>	
<b>Approved By:</b>	Dean's Council April 24, 2018 College Executive Council May 8, 2018

### BACKGROUND

The College of Family Physicians of Canada (CFPC) in conjunction with Max Rady College of Medicine, Rady Faculty of Health Sciences at the University of Manitoba has the responsibility to ensure that residents are competent and prepared for practice in Family Medicine

Competency-based medical education (CBME) is a method of training physicians to become competent by focusing on explicit abilities or capabilities (competencies) and using these competencies as a means of organizing residency education. In essence, CBME is an outcomes-based approach to postgraduate medical education that focuses on competencies required for practice.

Assessment is the process of gathering and analyzing information in order to measure a physician's competence or performance and to compare it to defined criteria.

With respect to competency-based medical education in Family Medicine, the processes of resident assessment, progression and promotion are guided by the following principles:

- The Family Medicine Residency Program curriculum, including Enhanced Skills is designed according to the **Triple C Competency-Based Curriculum**, conceptualized around four directives: comprehensive education and patient care, continuity of education and patient care, centred in Family Medicine and competency-based
- **CanMEDS-FM 2017** and the **Evaluation Objectives** are the main frameworks for the Triple C Curriculum in Family Medicine. They articulate different dimensions of competence in Family Medicine and can be used to develop and map learning objectives/competencies entrustable professional activities (EPAs) with milestones learning experiences and assessment strategies
- The Family Medicine Residency Program curriculum utilizes a combination of hands-on clinical experience and academic programming organized to promote and assess increasing professional responsibility towards readiness for independent practice
- Teaching faculty act as Preceptors/Competency Coaches for the purpose of resident improvement

- Resident learning is guided by real-time, high quality feedback from multiple observations
- Competence is assessed across multiple dimensions, defined in the CanMEDS-FM 2017 Competency Framework and the Evaluation Objectives
- The program of assessment in Family Medicine utilizes a **Continuous Reflective Assessment for Training (CRAFT)** approach, mapping, facilitating, monitoring and informing decisions pertaining to the progressive achievement of competence for residents
- Decisions regarding promotion and progression of residents through stages of training are determined by the Resident Progress Committee, responsible for regular review of resident progress using highly integrative data from multiple observations of competencies/objectives/EPA's and associated milestones and timely feedback as well as other assessment data
- The development of the resident competence, entrustment and independence must be documented in an electronic portfolio
- All decisions pertaining to the assessment and the potential outcomes for residents must be justified and must be documented
- The process for assessment and progression must be clear and must be applied uniformly
- It is important that the process for identification of those residents who might be in academic difficulty is timely, transparent, fair and unbiased
- The process must allow the resident to be heard and to respond to issues related to academic or other challenges within a reasonable period of time
- There must be open, ongoing and timely communication between residents and their supervisors
- The process must maintain the principle of mutual accountability whereby progress through training is a joint responsibility of the resident and the Family Medicine Residency Program

## DEFINITIONS

**Academic Year** – is the time interval that commences July 1<sup>st</sup> and finishes June 30<sup>th</sup> and constitutes thirteen four-week periods of training for residents. In a hybrid competency-based medical education model of learning, a resident may be out-of-phase and may have a starting date other than July 1<sup>st</sup> and will be promoted to the next stage of training based on attainment of milestones, EPAs and competencies

**Anonymous Materials** – materials/information where the authorship has not been disclosed

**Assessment** – is a process of gathering and analyzing information on competencies from

multiple and diverse sources in order to measure a resident's competence or performance and compare it to defined criteria. Components of the assessment process might include the following:

- **Formative assessment** – assessment for the purposes of providing feedback to guide further learning. Furthermore, it may provide diagnostic information regarding the need for Remediation
- **Summative assessment** – assessment for the purposes of advancement, credentialing or completion
- **Criterion-referencing** – comparing trainee performance to defined criteria. This is required for summative assessment
- **Norm-referencing** – comparing trainee performance to a defined reference group. This is not sufficient for summative assessment, but may be useful as an adjunct to criterion referencing in formative assessment

**Block** – is one of thirteen time intervals within each academic year. With the exception of Block 1, Block 7 (Winter Holiday) and Block 13, all blocks consist of four-week intervals of training and are considered equivalent for the purpose of scheduling educational activities for residents in the hybrid competency-based medical education model

**CanMEDS-FM 2017** – the CFPC framework describing the seven family physician roles: 1. Family Medicine Expert; 2. Communicator; 3. Collaborator; 4. Leader; 5. Health Advocate; 6. Scholar; 7. Professional

**Certification** – is formal recognition of satisfactory completion of all necessary training, assessment and credentialing requirements of a medical discipline, indicating competence to practice independently

**CFPC** – College of Family Physicians of Canada

**Clinical Supervisor/Preceptor** – is the physician to whom the resident reports during a given interval of time, such as an on-call shift

**CMPPA** – Canadian Medical Protective Association

**Competence** – the array of abilities across multiple domains of competence or aspects of physician performance in a certain context. Statements about competence require descriptive qualifiers to define the relevant abilities, context and stage of training or practice. Competence is multi-dimensional and dynamic; it changes with time, experience and settings

**Competence Continuum** – an observable ability of a health professional related to a specific activity that integrates knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition. Competencies can be assembled like building blocks to facilitate progressive development

**Competency** – is an observable ability of a health care professional that develops through stages of expertise from novice to master

**Competency-Based Medical Education** – is an outcomes-based approach to the design, implementation, assessment and evaluation of a medical education program using an

organizing framework of competencies

**Competent** – possessing the required abilities in all domains of competence in a certain context at a defined stage of medical education or practice

**CPGME** – (Max Rady) College (of Medicine) Postgraduate Medical Education

**CPSM** – College of Physicians and Surgeons of Manitoba

**CRAFT** – Continuous Reflective Assessment for Training is the CFPC approach to programmatic competency-based assessment for residents in training and is designed to meet the expectations of specialty-specific CanMEDS-FM roles and the Four Principles of Family Medicine relative to the CFPC competency-based residency training guidelines

**Direct Observation** – is a process of assessment whereby the assessor must witness the resident performing the specific activity in order to identify whether specific competencies were demonstrated and performed correctly (e.g. physical examination of a patient)

**Dismissal** – is the termination of the resident's enrollment in the training program due to academic, professionalism and/or other reasons

**Educational Handover** – is a process by which information about a resident's performance is shared with future preceptors in order to facilitate guidance and progress

**Entrustable Professional Activity (EPA)** – is a “unit of professional practice” that is comprised of measurable tasks and abilities (milestones). Once sufficient competence is achieved, this task is “entrusted to the unsupervised execution by the resident”. There are residency-specific EPAs that are linked to a specific stage of the competence continuum. As the resident progresses through the stages, the residency-specific EPAs become progressively more complex, reflecting the resident's achievement of more complex milestones

**Evaluation Objectives for Certification** (Skill Dimensions, Phases of the Clinical Encounter, Priority Topics/Core Procedures and Key Features and Observable Behaviours) - is the guide for assessment of competence in Family Medicine

**Faculty Advisor** – is a faculty member who is responsible for establishing and maintaining a longitudinal relationship with the assigned resident

The role of the Faculty Advisor includes the following:

- a) Orient the resident to the discipline of Family Medicine
- b) Discussing with the resident the program objectives and the resident's specific learning objectives, and designing an appropriate educational plan
- c) Reviewing the educational plan regularly and assisting the resident in finding the resources within the Program necessary to meet their unique learning needs
- d) Assisting the resident with respect to the following:
  - (i) Reflecting on Program choices
  - (ii) Understanding assessment feedback
  - (iii) Setting and revising learning objectives
  - (iv) Defining career plans

Generally, the Faculty Advisor and the Primary Preceptor/Competency Coach are the same individual, except in larger settings or where the resident has requested that they be different individuals

**Field Note** – is a tool for the real-time recording of resident assessment, intended to provide commentary, usually narrative, on a specific resident educational experience or event and includes Resident Field Notes, Faculty Field Notes, and Procedural Field Notes

**Four Principles of Family Medicine** – 1. The Family Physician is a skilled clinician; 2. Family Medicine is a community-based discipline; 3. The family physician is a resource to a defined practice population; 4. The patient-physician relationship is central to the role of the family physician

**Global Assessment** – is a succinct synthesis and impression of a trainee's progress with respect to movement between stages/phases on the competence continuum

**Incomplete Rotation** – means that the resident has completed less than the minimum seventy-five per cent time span of the rotation required in order to ensure patient safety, appropriate supervision and opportunities for observation and assessment

**Indirect Observation** – is a process of assessment whereby the assessor utilizes documented information such as that recorded in a patient chart in order to identify whether specific competencies were attained by the resident-(e.g. patient chart review)

**ITAR** – In-training Assessment Report is a tool for assessment at the end of each rotation

**LOA** – means Leave of Absence

**Maximum Allowable Time** – is the maximum amount of time which a resident is allowed to take for completion of training in Family Medicine. This maximum allowable time is determined by CFPC

**Milestone** – is a defined, observable marker of a resident's ability along the developmental continuum of training. Residency-specific EPAs are comprised of multiple milestones. They are used for teaching and assessment

**MRA** – Mid-Rotation Assessment

**MSAS** – Medical Staff Administrative Services

**Must** – as it relates to this policy, the use of the word “must” indicates that meeting the standard is absolutely necessary

**Objective (Learning Objective)** – is a clear, concise and specific statement of observable behaviors that can be assessed during and at the conclusion of the learning activity. It is also known as a **performance objective** or a **competency**

**PARIM** – Professional Association of Residents and Interns of Manitoba

**PGME Education Advisory Committee (PGME-EAC)** – is responsible for reviewing and approving all major decisions related to resident progression and promotion by the Residency Program Committee, Resident Progress Committee and by Program Directors, especially those related to possible Remediation, Probation, Suspension and Dismissal/Withdrawal from the Residency Program. The PGME-EAC deals with issues of a clinical, academic or professional

nature

**Preceptor** – refers to a teaching health professional

**Primary Preceptor/Competency Coach** – The teacher who acts as an educational advisor for a resident over the long term, and who is focused on the development and achievement of learning plans, guiding and reviewing portfolios, etc. Generally, the Faculty Advisor and the Primary Preceptor/Competency Coach are the same individual, except in larger settings, or where the resident has requested that they be different individuals

**Probation** – is an interval/period of training during which the resident is expected to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Family Medicine Residency Program. Probation implies the possibility of Dismissal from the Family Medicine Residency Program if sufficient improvement in performance is not identified at the end of the Probation Period. It is comprised of a formal program/plan of individualized educational support, assessment and monitoring designed to assist the resident in correcting identified serious performance deficiencies

**Probation Plan** – is a formal document approved by the PGME Education Advisory Committee and the Associate Dean, PGME detailing the terms, possible outcomes and specific conditions of the Probation Period

**Remediation** – is an interval of training consisting of a formal program of individualized educational support, assessment and monitoring which is designed to assist a resident in correcting identified areas of performance deficiencies. The goal of Remediation is to maximize the chance that the resident will successfully complete the Family Medicine Residency Program

**Remediation Agreement** – is a formal document generated by the Resident Progress Committee and approved by the Family Medicine Program Director, and thereafter approved by the Associate Dean, PGME detailing the terms, outcomes and specific conditions of a remediation

**Remediation Plan/Focused Learning Plan** – is a formal document outlining the details pertaining to the competencies on which the resident will focus, the resources required and the Remediation Supervisor/Preceptor during the Remediation. This plan constitutes the formal central pillar of the Remediation Agreement

**Resident** – a physician trainee registered in an accredited Residency Program following eligible undergraduate training leading to certification of attestation in a recognized specialty or subspecialty

**Residency Program Committee (RPC)** – the committee and sub-committees, as applicable, chaired by the Program Director that supports the Program Director in the administration and coordination of the Residency Program. The Program Director is Chair of the RPC

**Resident Progress Committee** – is the sub-committee of the Residency Program Committee responsible for coordinating resident assessment in Family Medicine. The Resident Assessment and Evaluation Lead is Chair of this committee

**RORP** – Report of Resident Progress is a summative narrative report documenting resident



assessment and progress in the Family Medicine Residency Program

**Rotation** – is an interval of time, usually consisting of a portion (two weeks) of a block to multiple blocks to which residents are assigned for training. Rotations may consist of consecutive blocks or may be fractionated over longer periods of time as in the case of horizontal rotations. Learning experiences are organized to allow the resident to acquire competencies and to demonstrate entrustment within a **hybrid model** of competency-based, timed rotations

**Rotation Supervisor/Preceptor** – is a member of the teaching faculty who has direct responsibility for overseeing the resident's academic program activities, such as meeting the milestones and competencies during the rotation

**Should** – the use of the word “should” indicates that meeting the standard is an attribute to be highly desirable.

**Site Education Director** – refers to that faculty member in Family Medicine most accountable for and knowledgeable of the progress of residents within their respective Educational Stream/Site

**Site/Stream Resident Progress Committee** – is the representation of preceptor's in the respective site/stream and is coordinated by the Site/Stream Director. The purpose of which is to oversee and determine resident progress of the site/stream

**Supplementary Rotation** – is an additional rotation required for a resident to meet all of the goals and objectives of an original rotation

**Suspension** – is the temporary removal of a resident from clinical and academic activities

**Trigger Event** – is any event that sets a course of action in motion. Previous decisions are revisited and new needs are recognized. With respect to resident training, assessment and progression, the trigger event might be related to failure of the resident to achieve the required clinical or academic competencies or might be related to the resident's professional conduct. This could lead to a series of actions, including Remediation, Probation, Suspension or Dismissal/Withdrawal from the Family Medicine Residency Program

**Triple C Curriculum** – is a competency-based curriculum for Family Medicine residency training based on the CanMEDS-FM 2017 framework and the Evaluation Objectives in Family Medicine. The three components of Triple C include: 1. Comprehensive educational patient care; 2. Continuity of education and patient care; 3. Centred in Family Medicine

**WRHA** – Winnipeg Regional Health Authority

**Working Days** – include Monday through Friday and exclude weekend days, statutory holidays and acknowledged University of Manitoba closure days

## 1. PURPOSE

- 1.1 Outline the policies and procedures for the fair and transparent assessment and progression of residents within the competence continuum of competency-based

medical education for the Family Medicine Residency Program

1.2 Outline the policies and procedures for managing Family Medicine residents with areas of deficiency in their attainment of competencies/milestones/EPAs. The policies and procedures include the following:

- Remediation
- Probation
- Suspension
- Dismissal/Withdrawal from the Residency Program

## 2. POLICY STATEMENTS – ASSESSMENT

2.1 For the Family Medicine Residency Program, there must be clearly-articulated competencies/objectives based on the CanMEDS-FM 2017 and on the essential skills and other elements of the Evaluation Objectives frameworks

2.1.1 Competencies shall be organized as EPAs and associated milestones for elements of the Residency Program

2.1.2 The competencies/objectives must be used to design educational activities for residents and to teach specific abilities

2.1.3 The competencies/objectives must be used in the assessment of resident performance

2.1.4 The competencies/objectives for the Residency Program must be distributed to all residents and faculty in a timely manner prior to the commencement of the educational activities

2.1.5 The competencies/objectives must be reviewed regularly by the Family Medicine Residency Program Committee

2.2 Each resident **must** have a Primary Preceptor/Competency Coach whose role is as follows:

- Orientation of the resident to Family Medicine
- Discussion of the Program objectives with the resident
- Discussion of the resident's specific learning objectives and designing an appropriate educational plan for the resident
- Reviewing the resident's educational plan/program choices on a regular basis
- Assisting the resident in understanding assessment feedback

- Setting and revising learning objectives for the resident
- Reporting on the resident's progress at the Site Resident Progress Committee meeting
- Defining career plans

2.3 In the Family Medicine Residency Program residents **must** receive regular and timely feedback on their performance and progress by means of performance-based assessment tools as well as by direct observation. During Family Medicine Block Time (FMBT), it is the Primary Preceptor/Competency Coach who is responsible for the following duties:

- Supervision of Rotation
- Completion of the MRA
- Meeting with the resident
- Completion of the ITAR

2.4 The following tools are utilized for assessment/feedback for the Family Medicine resident:

- Resident Field Notes, Faculty Field Notes, Procedural Field Notes
- Direct Observation Forms
- End of Shift Feedback Forms/Reports
- Mid-rotation Assessment (MRA)
- ITAR (at completion of rotation for summative assessment)
- Summative reports (RORP) are completed by the Primary Preceptor/Competency Coach or delegate
  - Summative reports reflect the current level of competence achieved by the resident and **must** not reflect past difficulties that have been managed satisfactorily

2.5 Assessment and feedback for the Family Medicine resident should lead to guided self-assessment, reflection, revision of learning plans as necessary and gradual achievement of mastery in the required competencies

2.5.1 All pertinent activities, both clinical and non-clinical should be assessed and the assessment should be specific to the activities

2.5.2 The level of performance expected for each activity should be clearly defined and clearly understood by the resident and the preceptor-assessor

2.5.3 Assessment and feedback for the Family Medicine resident **must** be timely and

**must** occur on a regular basis, as follows:

- 2.5.3.1 Regular assessment of learning activities **must** be an integral part of resident assessment
- 2.5.3.2 Mid-rotation assessment (MRA) is very important as it is intended to be formative in order to guide the resident toward successful attainment of competencies
- 2.5.3.3 End-of-rotation summative assessment **must** occur with the resident on a face-to-face basis and **must** be documented on the ITAR
- 2.5.3.4 Summative reports (RORP) **must** be completed on a semi-annual basis
- 2.5.4 Assessment and feedback for the Family Medicine resident **must** include face-to-face meetings with the resident to review and discuss their progress
- 2.5.5 Resident assessment feedback information must be concrete and actionable and **must** be recorded/documented in the resident's portfolio in order to facilitate the educational changes and progression
- 2.5.6 Unsolicited, anonymous materials/data may not be used in any assessment or disciplinary proceeding or action involving the resident. The Associate Dean, PGME may inquire or investigate into matters raised by unsolicited anonymous materials. Ordinarily, such materials will only be used in formative evaluations
- 2.5.7 The use of solicited aggregated anonymous materials/data such as multisource (360-degree) feedback designed to provide clinical performance measures as well as attitudinal and professional behavior assessment of the resident is allowable
- 2.6 Decisions on resident achievement of competencies and progression are determined at a group decision-making process of the Resident Progress Committee
- 2.7 Assessments are the property of the University of Manitoba and the resident. Such information will be kept confidential unless there might be a threat to patient safety in the process
- 2.8 The decision to allow appropriate disclosure of resident assessment information (Educational Handover) to future Rotation Supervisor/Preceptor to facilitate guidance and progress rests with the Residency Program Committee
- 2.9 The resident may **not** appeal individual formative assessments which provide data on performance **but** are aggregated for use in progress decisions
- 2.10 The resident may appeal summative assessments which aggregate data from multiple sources

### **3. PROCEDURES – ASSESSMENT (see Appendix 3: CFPC CBME Resident Assessment/Promotion process map)**

- 3.1 Prior to commencement of the rotation the following apply:

- 3.1.1 The resident must review the pertinent competencies/objectives/EPAs and associated milestones covered on the rotation/clinical learning experience
- 3.1.2 The resident should meet face-to-face with the Rotation Supervisor/Preceptor to review the competencies/objectives/EPAs and associated milestones and the clinical, academic and professional expectations and duties for the rotation
- 3.2 During the rotation, the following apply:
  - 3.2.1 The resident receives assessment and feedback for achievement of the pertinent EPAs, milestones and competencies from multiple observations, documented in field notes (at least two field notes per week). The assessment information **must** be documented immediately in the resident's electronic portfolio
  - 3.2.2 At the **mid-point** of the rotation, the Rotation Supervisor/Preceptor **must** complete an MRA and in the case where the resident is considered to have "significant *concerns about progress*", **must** discuss it at a face-to-face meeting with the resident in order to address the specific areas of deficiency that require improvement by the completion of the rotation
  - 3.2.3 At the **completion** of the rotation, the Rotation Supervisor/Preceptor will incorporate the resident assessment information, including that from field notes, relevant learning experiences and clinical assessment to complete the ITAR which **must** be available to the resident on electronic portfolio within twenty working days of the last day of the rotation
    - 3.2.3.1 The resident **must** provide verification of having read the ITAR. This implies neither agreement nor acceptance of the assessment rating on the part of the resident
    - 3.2.3.2 The Rotation Supervisor/Preceptor **must** discuss the ITAR at a face-to-face meeting with the resident, preferably prior to the last day of the rotation
- 3.3 Summative reports (RORP) are completed by the resident's Primary Preceptor/Competency Coach on a regular, predetermined basis (at least semi-annually) and **must** be based on multiple independently documented observations from several observers in different situations and **must** be compiled and judged by more than one clinical faculty
  - 3.3.1 Summative reports (RORP) reflect the current level of competence achieved by the resident and do not reflect past difficulties that have been managed satisfactorily
- 3.4 In the case of **Incomplete Rotations**, the following apply:
  - 3.4.1 Should a resident fail to complete seventy-five per cent of a rotation, then the Rotation Supervisor/Preceptor and/or Site Education Director **must** record this as an incomplete rotation
  - 3.4.2 Even if all EPAs associated with the rotation have already been met and

academic credit is not required, the resident may still be required to complete a supplementary rotation at the discretion of the Resident Progress Committee

- 3.4.3 The exact nature and duration of a supplementary rotation may vary depending on the nature of the original rotation and the proportion missed, but shall not exceed the duration of the original rotation. This will be determined by the Rotation Coordinator/Supervisor and the Resident Progress Committee

#### **4. POLICY STATEMENTS – PROGRESSION/PROMOTION**

- 4.1 Progression and promotion decisions are determined away from the individual teacher-resident interaction, as follows:

- 4.1.1 The Family Medicine resident **must** meet with their Primary Preceptor/Competency Coach at least semi-annually to discuss progress towards the essential Family Medicine skills and competencies and to develop an individualized learning plan (Periodic Review of Resident Progress meeting)

- 4.1.1.1 A summary report of the semi-annual meeting with the resident **must** be documented in the resident's portfolio in a timely manner (RORP)

- 4.1.2 Educational sites/streams involved in the training of Family Medicine residents shall have a Site Resident Progress Committee where information on resident achievement of competence and progression is reported and discussed on a regular basis

- 4.1.3 Decisions on resident achievement of competencies and progression are determined at group decision-making processes of the Resident Progress Committee. (**see Appendix 1: Resident Progress Committee – Terms of Reference**)

- 4.1.4 The Resident Progress Committee will review the resident assessments presented by Site Education Directors in order to make recommendations to the Family Medicine Program Director regarding the following:

- Promotion
- Eligibility for the Certification Examination in Family Medicine
- Confirmation of Completion of Training
- Recommending to the PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME via the Family Medicine Program Director with respect to Remediation Plans/Learning Plans and Probation Plans
- Determining the need for appropriate disclosure of resident information (Educational Handover) to Rotation Supervisor/Preceptor of future rotations

- Reviewing resident requests for accommodations and making appropriate recommendations to the Family Medicine Program Director

4.1.4.1 The resident may appeal decisions of the Resident Progress Committee

4.2 Major progression and promotion decisions, including the resident's final portfolio documenting achievement of competencies, Eligibility for the Certification Examination in Family Medicine, and Completion of Training including the Family Medicine resident's final portfolio documenting achievement of competencies **must** be verified by means of a Certificate of Completion by the Family Medicine Program Director and the Associate Dean, PGME

4.3 All decisions leading to Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program **must** be reviewed and approved by the PGME Education Advisory Committee (PGME-EAC) prior to approval by the Associate Dean, PGME (**see Appendix 2: PGME-Education Advisory Committee – Terms of Reference**)

4.3.1 The resident may appeal decisions of the PGME-EAC

## 5. PROCEDURES – PROGRESSION/PROMOTION (see Appendix 3: CFPC CBME Resident Assessment/Promotion process map)

5.1 Residents and their Primary Preceptor/Competency Coach schedule semi-annual Reviews of Resident Progress meetings to discuss the following:

- Information prepared by the resident with respect to reflection and self-assessment covering skill dimensions and CanMEDS-FM 2017 competencies (Periodic Review of Resident Progress Form)
- Resident continuity with patients
- Communication from other preceptors
- Follow-up on previous action plans
- Status of program requirements

5.1.1 The goal of the resident Primary Preceptor/Competency Coach discussion is as follows:

- Reaching consensus regarding the resident's progress
- Establishing action plans for the resident

5.1.2 The action plan is documented in the Report of Resident Progress (RORP) Form

5.1.3 The Site Program Administrator (Assistant) ensures that Program Requirements and EPA Tracking Tool (if applicable) information in the Report of Resident

Progress (RORP) Form is updated

5.2 The progress of the residents at each educational site/stream is reported by the corresponding Primary Preceptor/Competence Coach at the site Resident Progress Committee meeting, held on a regular basis

5.3 The Site Education Directors from each educational site/streams report centrally to the Resident Progress Committee in order to make recommendations to the Family Medicine Program Director

5.3.1 Reviewing resident assessments presented by Site Education Director in order to make recommendations to the Family Medicine Program Director regarding the following:

- Promotion of residents across all sites in the Family Medicine Program
- Eligibility for the Certification Examination in Family Medicine
- Confirmation of Completion of Training
- Recommending to the PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME via the Family Medicine Program Director, Remediation and Probation Plans, Suspension and Dismissal/Withdrawal from the Family Medicine Program
  - Providing oversight of resident Remediation and Probation Plans
- Determining the need for appropriate disclosure of resident information to Rotation Supervisors/Preceptor of future rotations
- Responding to resident requests for accommodations and making appropriate recommendations to the Family Medicine Program Director

5.3.2 Discussions of the Resident Progress Committee are confidential

5.3.2.1 Minutes of the Resident Progress Committee do not include the name of the resident under discussion, only the resident's student number

5.3.3 Decisions of the Resident Progress Committee are reached by majority vote

5.3.4 Decisions of the Resident Progress Committee will determine the **global assessment** and recommended action for the resident in the Family Medicine Program going forward, as follows:

5.3.4.1 Resident has “completed *the current stage/phase*”

- Recommendation for advancement to the next stage/phase

5.3.4.2 Resident's “*progress is accelerated*”. Possible recommendations for action



might include the following:

- Modify Learning Plan
- Continue in current stage/phase without modification

5.3.4.3 Resident is “*progressing as expected*”. Possible recommendations for action might include the following:

- Monitor learning
- Modify Learning Plan by means of additional focus on EPAs and milestones
- Continue in the stage/phase without modification

5.3.4.4 Resident is “*not progressing as expected*”. Possible recommendations for action might include the following:

- Modify Learning Plan
- Remediation

5.3.4.5 Resident has demonstrated “*failure to progress*”. Possible recommendations for action might include the following:

- Remediation
- Probation
- Dismissal/Withdrawal from the Residency Program

5.3.4.6 Resident’s status is “*inactive*” (Leave of Absence or Suspension). Possible recommendations for action might include the following:

- Monitor resident for expected return for Leave of Absence or Suspension
- Remediation
- Probation
- Dismissal/Withdrawal from Residency Program

5.3.5 Decisions on resident progression/promotion are recorded in the Resident Progress Committee archives/minutes

5.3.6 Decisions on resident progression/promotion are documented in a timely manner in the resident’s portfolio

- 5.4 Major progression and promotion decisions including the resident's final portfolio documenting achievement of competencies, Eligibility for Certification Examination in Family Medicine and Completion of Training must be forwarded by the Family Medicine Resident Progress Committee to the Family Medicine Program Director and on to the Associate Dean, PGME for verification and approval prior to submission to the CFPC
- 5.5 All decisions leading to Remediation, Probation, Suspension or Dismissal/Withdrawal from the Residency Program **must** be forwarded by the Family Medicine Program Director to the PGME Education Advisory Committee (PGME-EAC) Chair for review. The PGME-EAC Chair will forward all relevant documentation and recommendations to the Associate Dean, PGME for approval
- 5.6 Annual promotion principles pertaining to the PARIM-WRHA Collective Agreement where by residents are remunerated based on annual advancement of PGY level
- 5.6.1 The Family Medicine Program Director **must** submit on behalf of each resident, a Trainee Appointment eForm annually (**see Appendix 4: PGME Process: How to Process a Trainee Appointment eForm**)

## 6. POLICY STATEMENTS – REMEDIATION

- 6.1 Remediation represents a formal, individualized learning opportunity intended to guide the resident towards successful attainment of clinical, academic or professional competencies
- 6.2 Remediation might be required for an entire stage/phase of training or for an individual competency/objective/EPA and associated milestones
- 6.3 The decision for a resident to undergo Remediation is determined by the Resident Progress Committee based on one of the following trigger events:
- Resident is *“not progressing as expected”*
  - Resident has demonstrated *“failure to progress”*
  - Resident's status is *“inactive”* but it has been determined that the resident requires a Focused Learning Plan in order to achieve the required competencies upon return from a Leave of Absence or Suspension
  - A single egregious event involving the resident and demonstrating serious deficiency or performance below the currently assessed level of progress
- 6.4 The Remediation Plan/Focused Learning Plan will focus on ensuring that the learning experiences are organized to immerse the resident in authentic practice conditions
- 6.5 The resident should be actively involved and engaged in the development of the Remediation Plan/Focused Learning Plan
- 6.6 Once developed, the Remediation Plan/Focused Learning Plan becomes a mandatory

feature of the resident's training

- 6.7 The PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME **must** review and approve all Remediation Plans prior to commencement
- 6.8 The resident's participation in the Remediation Plan/Focused Learning Plan is a prerequisite for ongoing participation in the Residency Program
- 6.9 Progress during Remediation is based on documentation of competency attainment rather than on successful completion of time-based rotations
  - 6.9.1 Time-based rotations will continue to be an organizing structure for residency training. Therefore, depending on the individual circumstance, Remediation might lead to an extension of the resident's training
  - 6.9.2 Limits to overall training duration for the resident requiring extension of training will be based on CFPC-specific rules regarding the allowed duration of overall training in Family Medicine
- 6.10 In the event that the Family Medicine Program Director determines that a Leave of Absence (LOA) is necessary for a resident during the Remediation, then the Remediation Program is considered incomplete
  - 6.10.1 The Remediation Plan/Focused Learning Plan will be redesigned upon the resident's return from the LOA
- 6.11 The resident may appeal only the outcome decision at the conclusion of the Remediation
- 6.12 During Remediation, the resident is allowed to apply for transfer to another Residency Program

## **7. PROCEDURES – REMEDIATION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)**

- 7.1 The Family Medicine Program Director **must** submit a formal request for Remediation to the Associate Dean, PGME and the Chair of PGME-EAC within five working days of the “trigger event” decision of the Resident Progress Committee
  - 7.1.1 The reason(s) for the request for Remediation **must** be included in the submission
  - 7.1.2 The Associate Dean, PGME or PGME-EAC Chair will confirm if the Remediation is warranted to proceed
- 7.2 The Family Medicine Program Director **must** submit a formal **Remediation Plan/Focused Learning Plan**, in conformity with **Remediation Plan/Focused Learning Plan Agreement** to the Associate Dean, PGME and to the Chair PGME-EAC within fifteen working days of the notification of the Family Medicine Program Director of the “trigger event” decision of the Resident Progress Committee. The Remediation Plan/Focused Learning Plan **must** include the following:  
(see Appendix 6: Max Rady College of Medicine Remediation Agreement)

- Identified competencies on which to focus during Remediation
- Time frame for elements of the Remediation Program. The Focused Learning Plan may include time-based rotations which continue to be an organizing structure for residency training
- The specific resources being deployed for competency attainment during the Remediation
- Remediation Supervisor/Preceptor (appointed by the PGME-EAC) as recommended by the Family Medicine Program Director or delegate. The Family Medicine Program Director may not be the resident's Remediation Supervisor/Preceptor
- The criteria for completion of the Remediation such as any of, but not limited to the following:
  - Completion of milestones/competencies/objectives
  - Examination performance
- Potential outcomes for each interim assessment of the Remediation, which might include the following:
  - Resident has "*completed the element*". Possible recommendation for action might include the following:
    - Advancement to the next stage/phase if appropriate for Remediation Plan
    - Remove competency/objective/EPA from the active list, if appropriate for Remediation Plan
  - Resident is "*progressing as expected*". Possible recommendations for action might include the following:
    - Discontinuation of Remediation and resumption of element
    - Continuation of Remediation
  - Resident is "*not progressing as expected*". Recommendations for action might include the following:
    - Continuation of Remediation
    - Probation
  - Resident has demonstrated "*failure to progress*". Recommendations for action might include the following:

- Continuation of Remediation
  - Probation
  - Dismissal/Withdrawal from the Residency Program
- 7.3 The PGME Education Advisory Committee (PGME-EAC) **must** review all submitted formal Remediation Plans/Focused Learning Plans in a timely manner and **must** reach a consensus with respect to one of the following:
- Approval of the Remediation Plans/Focused Learning Plans without revision
  - Revision and approval of the Remediation Plans/Focused Learning Plans
- 7.4 The PGME-EAC **must** communicate all Remediation Plan/Focused Learning Plan decisions to the Family Medicine Program Director
- 7.5 The formal **Remediation Plan must** be detailed in conformity with the **Remediation Agreement Document** of the University of Manitoba Max Rady College of Medicine and **must** be signed by the resident, Family Medicine Program Director, Remediation Supervisor/Preceptor, the Chair, PGME Education Advisory Committee (PGME-EAC) and Associate Dean, PGME (**see Appendix 6: Max Rady College of Medicine Remediation Agreement**)
- 7.6 The Program Director **must** discuss the approved Remediation Plan with the Remediation Supervisor and Academic Advisor prior to implementation
- 7.7 The Program Director **must** meet with the resident to discuss the Remediation Plan
- 7.8 The Remediation Supervisor/Preceptor is responsible for monitoring the resident's progress during the Remediation, as follows:
- 7.8.1 Assessment feedback information from Clinical Supervisors/Preceptor and other teaching faculty is reviewed by the Remediation Supervisor/Preceptor
  - 7.8.2 The Remediation Supervisor/Preceptor **must** meet with the resident regularly to discuss their progress with respect to the Remediation/Focused Learning Plan
  - 7.8.3 The Remediation Supervisor/Preceptor **must** report the resident's progress, including the outcome of the Remediation to the Resident Progress Committee
- 7.9 The Resident Progress Committee **must** review the resident's progress in order to decide on the outcome of the Remediation and the **status** of the resident as follows:
- Resident is "*progressing as expected*" and has successfully completed the Remediation
  - Resident is "*not progressing as expected*" and requires further Remediation

- Resident has demonstrated “*failure to progress*” and requires one of the following:
  - Further Remediation
  - Probation
  - Dismissal/Withdrawal from the Residency Program

7.10 The Associate Dean, PGME in consultation with the PGME-EAC will consider the recommendations of the Family Medicine Program Director and prior to approval will ensure that all policies and procedures have been followed

7.11 The Family Medicine Program Director **must** complete the Assessment and Outcome portions of the **Remediation Agreement Document** for review and approval by the PGME-EAC and the Associate Dean, PGME

## 8. POLICY STATEMENTS – PROBATION

8.1 Probation is a formal process in which the resident is **expected** to correct areas of serious clinical or academic challenges or concerns about professional conduct that are felt to jeopardize successful completion of the Family Medicine Residency Program

8.2 The decision for a resident to undergo Probation is determined by the Resident Progress Committee based on one of the following trigger events:

- Resident is deemed to be “*not progressing as expected*” or “*failing to progress*” on any assessment to the extent that they are considered likely to exceed the maximum allowable time for the element for which the resident is undergoing Remediation
- Resident is deemed to be “*not progressing as expected*” on an assessment related to a Remediation and it has been determined that further Remediation is not appropriate
- Resident has demonstrated “*failure to progress*” status despite following the Remediation Plan/Focused Learning Plan and it has been determined that further Remediation is not an option
- A single egregious event involving a resident where there is a significant and immediate concern

8.2.1 In situations where the incident or “trigger event” related to a resident’s professional conduct requires immediate action, the Family Medicine Residency Program Director or delegate has the option of implementing the Probation procedures in advance of the Resident Progress Committee discussion

8.2.2 In situations where the “trigger event” leading to possible Probation might pose a threat to the well-being or safety of patients, colleagues, students, staff and/or the resident himself/herself, the Family Medicine Program Director or delegate **must** consider immediate Suspension of the resident as an interim measure prior to the

Resident Progress Committee Probation discussion and decision (**see Suspension**)

- 8.3 The formal Probation Plan **must** be detailed in conformity with the Probation Agreement Document of the University of Manitoba Max Rady College of Medicine and **must** be signed by the Resident, Family Medicine Program Director, Probation Supervisor, Chair, PGME Education Advisory Committee (PGME-EAC) and Associate Dean, PGME prior to implementation  
(**see Appendix 7: Max Rady College of Medicine Probation Plan**)
  - 8.4 The resident's participation in the Probation Plan is a prerequisite for ongoing participation in the Residency Program
  - 8.5 The Family Medicine Program Director **must** meet and discuss the Probation Plan with the resident
  - 8.6 The Family Medicine Program Director should advise the resident to meet with the Associate Dean, PGME Student Affairs for counselling
  - 8.7 In circumstances where the reason for Probation is related to issues of professionalism, the resident **must** meet with the Associate Dean, Professionalism for counselling
  - 8.8 The resident **must** fully comply with the conditions specified in the Probation Plan
  - 8.9 The resident **must** fully comply with any other conditions prescribed by the PGME-EAC and Associate Dean, PGME for the Probation
  - 8.10 During Probation, the resident is **not** allowed to apply for transfer to another Residency Program
  - 8.11 Progress during Probation is based on documentation of competency attainment and correction of serious deficiencies rather than on successful completion of time-based rotations
    - 8.11.1 Time-based rotations will continue to be an organizing structure for residency training. Therefore, depending on the individual circumstance, Probation might lead to an extension of the resident's training
    - 8.11.2 Limits to overall Family Medicine training duration for the resident requiring extension of training will be based on CFPC-specific rules regarding the allowed duration of overall training in Family Medicine
  - 8.12 In the event that the Family Medicine Program Director determines that a Leave of Absence (LOA) is necessary for a resident during the Probation, then the Probation Program is considered incomplete
    - 8.12.1 The Probation Plan will be redesigned upon the resident's return from the LOA
  - 8.13 The resident may appeal **only** the outcome decision at the conclusion of the Probation
- 9. PROCEDURES – PROBATION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)**

- 9.1 The Family Medicine Program Director **must** submit a formal request for Probation to the Associate Dean, PGME and Chair of PGME-EAC within five working days of the “trigger event” decision of the CFPC Family Medicine Program Resident Progress Committee
- 9.1.1 The reason(s) for the request for Probation **must** be included in the submission
- 9.1.2 The Associate Dean, PGME or PGME-EAC Chair will confirm if the probation is warranted to proceed
- 9.2 The Family Medicine Program Director **must** submit a formal **Probation Plan**, in conformity with **Probation Plan Agreement Document** to the Associate Dean, PGME and Chair of PGME-EAC within fifteen working days of the notification of the Family Medicine Program Director of the “trigger event” decision of the CFPC Family Medicine Program Resident Progress Committee. The Probation Plan **must** include the following: (see **Appendix 7: Max Rady College of Medicine Probation Agreement**)
- Identified competency deficiencies on which to focus during Probation
  - Time frame for elements of the Probation Program/duration of the Probation
  - The Probation Plan may include time-based rotations which continue to be an organizing structure for residency training
  - The specific resources being deployed for competency attainment during the Probation
  - Probation Supervisor (appointed by the PGME-EAC) as recommended by the Family Medicine Program Director or delegate
  - Potential outcomes, as follows:
    - With respect to competency attainment, the following apply:
      - Competency “*Achieved*”
      - Competency “*In progress*”
    - With respect to progress in training, the following apply:
      - Resident is “*progressing as expected*” and has successfully completed the Probation
      - Resident is “*not progressing as expected*” and requires further Probation or Dismissal/Withdrawal from the Residency Program
      - Resident has demonstrated “*failure to progress*” and requires further Probation or Dismissal/Withdrawal from the Residency Program



- 9.3 The PGME Education Advisory Committee (PGME-EAC) **must** review all submitted documents and materials pertaining to all requests for Probation **and** the formal Probation Plans from the Family Medicine Program Director in a timely manner and **must** reach a consensus with respect to the following:
- Approval of the Probation Plan without revision
  - Revision and approval of the Probation Plan
- 9.4 The PGME-EAC **must** communicate the Probation Plan decision to the following:
- Family Medicine Program Director
  - Resident
  - Associate Dean, PGME
- 9.5 The formal Probation Plan **must** be detailed in conformity with the Probation Agreement Document of the University of Manitoba Max Rady College of Medicine. The plan **must** be signed by the Resident, Family Medicine Program Director, Probation Supervisor/Preceptor, the Chair, PGME Education Advisory Committee (PGME-EAC) and the Associate Dean, PGME prior to implementation
- 9.6 The Family Medicine Program Director **must** meet with the resident to discuss the approved Probation Plan
- 9.7 The Family Medicine Program Director **must** discuss the approved Probation Plan with the Probation Supervisor/Preceptor prior to implementation
- 9.8 The Probation Supervisor/Preceptor is responsible for monitoring the resident's progress during the Probation, as follows:
- 9.8.1 Assessment feedback information from Clinical Supervisors/Preceptor and other teaching faculty is reviewed by the Probation Supervisor/Preceptor
  - 9.8.2 The Probation Supervisor/Preceptor **must** meet with the resident regularly to discuss their progress with respect to the Probation Plan
  - 9.8.3 The Probation Supervisor/Preceptor **must** report the resident's progress, including the outcome of the Probation to the Resident Progress Committee
- 9.9 The Resident Progress Committee **must** review the resident's progress in order to decide on the outcome of the Probation and the **status** of the resident as follows:
- 9.9.1 Resident is "*progressing as expected*" and has successfully completed the Probation
  - 9.9.2 Resident is "*not progressing as expected*" and requires one of the following:
    - Further Probation

- Dismissal/Withdrawal from the Residency Program

9.9.3 Resident has demonstrated “*failure to progress*” and requires one of the following:

- Further Probation
- Dismissal/Withdrawal from the Residency Program

9.10 The Associate Dean, PGME, in consultation with the PGME-EAC will consider the recommendation of the Family Medicine Program Director and prior to approval will ensure that all policies and procedures have been followed

9.11 The Family Medicine Program Director **must** complete the Assessment and Outcome portions of the **Probation Agreement Document** for review and approval by the PGME-EAC and the Associate Dean, PGME

## 10. POLICY STATEMENTS – SUSPENSION

10.1 Suspension of a resident may be imposed as an interim measure for determination of the best definitive course of action in the following circumstances:

- There is a breach of the policies, by-laws or codes of conduct and/or suspension of clinical privileges by one of the following:
  - University of Manitoba
  - WRHA
  - CPSM
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Residency Program would pose a threat to the well-being or safety of patients, colleagues, students, staff and/or himself/herself
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Residency Program would pose a threat to University of Manitoba, WRHA or other property
- Failure of the resident to agree to or comply with an approved Remediation or Probation Plan

10.2 When a resident is placed on Suspension, the following principles apply:

10.2.1 Licensure and registration with CPSM are inactivated (lifted)

10.2.2 Payment through MSAS might be suspended

10.2.3 Medical malpractice coverage (CMPA) might be suspended

10.2.4 Depending on the individual circumstance, Suspension might lead to an extension of the resident's training

10.2.4.1 Limits to overall Family Medicine Residency Program training duration for the resident requiring extension of training will be based on CFPC-specific rules regarding the allowed duration of overall training in Family Medicine

10.3 The Family Medicine Program Director should advise the resident to meet with the Associate Dean, PGME Student Affairs for counselling

10.4 In circumstances where the reason for Suspension is related to issues of Professionalism, the resident must meet with the Associate Dean, Professionalism for counselling

10.5 A resident who is on Suspension is **not** allowed to apply for transfer to another Residency Program

10.6 The resident may appeal the decision for Suspension from the Residency Program

10.7 The University of Manitoba has the authority to implement a **Disciplinary Suspension** in accordance with the **Student Discipline By-Law**

## **11. PROCEDURES – SUSPENSION (see Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)**

11.1 In a situation where a “trigger event” warrants Suspension of a resident, the Family Medicine Program Director, acting on behalf of the Residency Program Committee, **must** immediately notify the Department Head and the Associate Dean, PGME through formal documentation (email or hard copy), the following:

- The “trigger event” leading to the Suspension
- The request for the resident's interim Suspension pending determination of the appropriate subsequent course of action

11.2 The Family Medicine Program Director **must** inform the resident immediately through formal documentation (email or hard copy) of a request for Suspension

11.3 The resident should be provided the opportunity of a face-to-face meeting with the Family Medicine Program Director to discuss the following:

- Reason(s) for the Suspension
- Expected duration of the Suspension
- Expected outcomes of the Suspension

11.4 The request for the resident's Suspension **must** be reviewed by the Associate Dean, PGME who will determine the course of action as follows:

- Denial of the request for Suspension
- Affirmation of the Suspension on an interim basis pending further investigation
- Recommendation of proceeding directly to Remediation, Probation or Dismissal/Withdrawal from the Residency Program

11.5 Where a Suspension of the resident is affirmed, the Associate Dean, PGME **must** conduct a timely investigation of matters related to the “trigger event” that led to the Suspension and thereafter **must** make a final decision as to how the matters should be addressed

11.5.1 The Associate Dean, PGME has the option of requesting the assistance of the PGME-EAC in the investigation and the final decision with respect to the Suspension

11.6 When the resident is placed on or taken off Suspension, the CPGME Office **must** ensure the following:

- Notification of CPSM regarding licensure and registration of the resident
- Notification of MSAS regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM through immediate formal documentation (email or hard copy) that the resident has been placed on Suspension

## 12. POLICY STATEMENTS – DISMISSAL/WITHDRAWAL

12.1 A resident may be dismissed from the Residency Program under the following circumstances:

- Resident Progress Committee decision on the basis of a resident’s progress, as follows:
  - Resident is persistently “*not progressing as expected*” despite having undergone Remediation and/or Probation
  - Resident has demonstrated persistent “*failure to progress*” and Remediation and/or Probation was considered **not** to be an option
  - Failure of the resident to agree to or comply with an approved Remediation or Probation Plan
  - Resident’s status is “*inactive*” (Leave of Absence (LOA) or Suspension) and it has been determined that successful return to or completion of the Residency Program is unlikely
- The resident has exceeded or is reasonably expected to exceed the time specified by the CFPC as a maximum allowable time of training for the Residency Program,

pro-rated for part-time training and approved LOA

- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Family Medicine Residency Program would pose a threat to the well-being or safety of patients, colleagues, students, staff and/or himself/herself
- There is reasonable suspicion of improper conduct of such a nature that the continued presence of the resident in the Family Medicine Residency Program would pose a threat to University of Manitoba, WRHA or other property
- The resident is considered unsuitable for practice on the basis of behavior that would be considered inconsistent with reasonable standards of professionalism, ethics, competence and judgment

12.2 At the discretion of the Associate Dean, PGME, the resident may voluntarily withdraw from the Family Medicine Residency Program prior to the decision for Dismissal or at any time for reason(s) independent of Dismissal

12.2.1 A resident who voluntarily withdraws from the Residency Program may reapply for future postgraduate training at the University of Manitoba

12.3 The Family Medicine Program Director should advise the resident to meet with the Associate Dean, PGME Student Affairs for counselling

12.4 In circumstances where the reason for Dismissal is related to issues of professionalism, the resident **must** meet with the Associate Dean, Professionalism for counselling

12.5 The resident may appeal the decision for Dismissal from the Residency Program

### **13. PROCEDURES – DISMISSAL/WITHDRAWAL (see Appendix 7: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map)**

13.1 The Family Medicine Program Director, after consultation with the Resident Progress Committee **must** submit a formal request for Dismissal from the Residency Program to the Associate Dean, PGME within five working days of notification to the Family Medicine Program Director of the “trigger event” for Dismissal from the Residency Program, including the reason(s) for the request

13.1.1 The resident **must** receive a copy of the documented request

13.2 The Associate Dean, PGME **must** immediately notify the Chair of the PGME-EAC of the request for Dismissal from the Residency Program

13.3 The Chair convenes a meeting of the PGME-EAC to review and to consider approval of the request for Dismissal within ten working days of notification by the Associate Dean, PGME

13.3.1 If the PGME-EAC upholds the Dismissal, then the Chair of the Committee informs the Associate Dean, PGME, immediately through formal documentation

13.4 The Associate Dean, PGME **must** present the decision regarding Dismissal at the CPGME Executive Committee for final review and approval

13.4.1 If the CPGME Executive Committee upholds the decision for Dismissal, then the resident will be dismissed immediately from all further postgraduate training at the University of Manitoba and may **not** reapply for future postgraduate training at the University of Manitoba

13.5 When the resident is dismissed or withdraws from the Family Medicine Residency Program, the CPGME Office **must** ensure the following:

- Notification of the CPSM by formal documentation regarding licensure and registration
- Notification of MSAS regarding payment and medical malpractice coverage (CMPA)
- Notification of PARIM by formal documentation (email or hard copy) that the resident has been dismissed/has withdrawn within twenty-four hours of such Dismissal/Withdrawal

**POLICY CONTACT:** Associate Dean, PGME

## REFERENCES

University of Manitoba – Max Rady College of Medicine- Family Medicine Preceptor Toolkit  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/units/family\\_medicine/media/Preceptor Toolkit 2018-July 23 2018.pdf](http://umanitoba.ca/faculties/health_sciences/medicine/units/family_medicine/media/Preceptor_Toolkit_2018-July_23_2018.pdf)

University of Manitoba – Max Rady College of Medicine- Family Medicine – Resident Educational Support and Assessment Framework  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/units/family\\_medicine/media/Resident Educational Support and Assessment Framework 2018 -19.pdf](http://umanitoba.ca/faculties/health_sciences/medicine/units/family_medicine/media/Resident_Educational_Support_and_Assessment_Framework_2018_-19.pdf)

University of Dalhousie Assessment of Training and Promotion Regulations  
<https://medicine.dal.ca/departments/core-units/postgraduate/calendar/academic-guidelines-policies/assessment-of-training.html>

University of Toronto Guidelines for the Assessment of Postgraduate Residents  
<http://pg.postmd.utoronto.ca/about-pgme/policies-guidelines/>

College of Family Physicians of Canada, Triple C Curriculum  
[http://www.cfpc.ca/Triple\\_C/](http://www.cfpc.ca/Triple_C/)

College of Family Physicians of Canada, The Red Book: Specific Standards for Family Medicine Residency Programs  
<http://www.cfpc.ca/ProjectAssets/Templates/Column1a.aspx?id=5636&terms=red+book>

University of Manitoba – Voluntary Withdrawal from PGME Residency Training Policy  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/policies.html](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html)

College of Family Physicians of Canada – CanMEDS-FM 2017  
<http://www.cfpc.ca/canmedsfm/>

<http://www.cfpc.ca/ProjectAssets/Templates/Resource.aspx?id=3031&terms=family+medicine+professional+profile>

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<http://www.cfpc.ca/ProjectAssets/Templates/Category.aspx?id=10821&terms=family+medicine+professional+profile>

College of Family Physicians of Canada – Priority Topics and Key Features for Category 1 Enhanced Skills Programs  
<http://www.cfpc.ca/CAC/>

CanERA Excellence in Residency Accreditation- standards of accreditation  
<http://www.canrac.ca/canrac/general-standards-e>

University of Manitoba, Max Rady College of Medicine, Resident Appeals- Residency Program and Departmental Process  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/policies.html](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/policies.html)

University of Manitoba, Max Rady College of Medicine, Student Appeals Policy  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/policies\\_procedures.html](http://umanitoba.ca/faculties/health_sciences/medicine/policies_procedures.html)

University of Manitoba, Governing Documents: Senate Committee on Appeals Policy and Procedure  
[http://umanitoba.ca/admin/governance/governing\\_documents/students/senate\\_committee\\_on\\_appeals\\_policy.html](http://umanitoba.ca/admin/governance/governing_documents/students/senate_committee_on_appeals_policy.html)

University of Manitoba, Max Rady College of Medicine Appropriate Disclosure of Learner Needs (Educational Handover) Feb 8, 2017  
[http://umanitoba.ca/faculties/health\\_sciences/medicine/education/pgme/media/Appropriate\\_Disclosure\\_of\\_Learner\\_Needs\\_Policy.pdf](http://umanitoba.ca/faculties/health_sciences/medicine/education/pgme/media/Appropriate_Disclosure_of_Learner_Needs_Policy.pdf)

## **APPENDICES**

[\*\*Appendix 1: Resident Progress Committee – Terms of Reference\*\*](#)

[\*\*Appendix 2: PGME-Education Advisory Committee – Terms of Reference\*\*](#)

[\*\*Appendix 3: CFPC CBME Resident Assessment-Promotion Process Map\*\*](#)

[\*\*Appendix 4: PGME Process: How to Process a Trainee Appointment eForm\*\*](#)

[\*\*Appendix 5: PGME Remediation, Probation, Suspension, Dismissal, Withdrawal process map\*\*](#)

[\*\*Appendix 6: Max Rady College of Medicine Remediation Agreement\*\*](#)

[\*\*Appendix 7: Max Rady College of Medicine Probation Agreement\*\*](#)

## Report of the Senate Committee on Nominations

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### **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](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html)

The Committee met on November 16, 2018 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 of those committees, including the names of the nominees, which have been highlighted.

### **Recommendations**

The Committee recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
<b>Senate Committee on Academic Computing</b>	Mr. Zackary Holmberg	Science	2020.05.31
<b>Senate Committee on Curriculum and Course Changes</b>	Ms Laura Forsythe (S)*	Graduate Studies	2019.05.31

\* (S) indicates a member of Senate

Respectfully submitted,

Professor M. Edwards, Chair  
Senate Committee on Nominations



# SENATE COMMITTEE ON ACADEMIC COMPUTING

last updated November 6, 2018

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Dr. Mark Torchia, designate		<i>Ex-officio</i>
Vice-President (Research and International)(or designate)	Dr. Jay Doering, designate		<i>Ex-officio</i>
CIO, Information Services and Technology (or designate)	Mr. Mario Lebar, designate Mr. Adam Gerhard		<i>Ex-officio</i>
University Librarian (or designate)	Dr. Lisa O'Hara, designate Mr. Les Moor		<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	Dr. Todd Mondor	Graduate Studies	2019.05.31
	Dean Stefi Baum	Science	2021.05.31
Six members of the academic staff (including at least one from the Bannatyne campus)	Prof. Greg Bak	Arts	2019.05.31
	Prof. Aniruddha Gole	Engineering	2019.05.31
	Prof. James Young	Science	2019.05.31
	Mr. Franklin Bristow	Science	2021.05.31
	Prof. James Gilchrist	Health Sciences	2021.05.31
	Prof. Ian Jeffrey	Engineering	2021.05.31
Four Students (two grads, two undergrads)	Mr. Zackary Holmberg	Science	2020.05.31
	Ms Laura Stoyko	Engineering	2020.05.31
	Ms Khatereh Davoudi	Graduate Studies	2020.05.31
	Mr. Md. Iftekharul Islam	Graduate Studies	2020.05.31
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 CURRICULUM AND COURSE CHANGES

last updated November 13, 2018

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Ms Joanne Hamilton	Health Sciences	2019.05.31
	Prof. Sarah Teetzel (Jan. 4/19 – Prof. Royce Koop)	Kinesiology & Recreation Mgt. (Arts)	2019.05.31 (2019.05.31)
	Prof. Heidi Marx (leave replacement for Prof. Greg Smith)	Arts (Arts)	2018.12.31 (2019.05.31)
	Prof. Ben Li	Science	2020.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2020.05.31
	Prof. Fang Wan	Management	2020.05.31
	Prof. Dean McNeill, Acting Chair	Engineering	2021.05.31
Three students	Ms Kristine Macalinao	Science	2019.05.31
	Ms Laura Forsythe	Graduate Studies	2019.05.31
	TBD		2019.05.31
One representative from the Université de Saint-Boniface named by the Recteur	Dr. Peter Dorrington		Ex-officio
One librarian named by the University Librarian	Ms Kristen Kruse		Ex-officio
Vice-Provost (Integrated Planning and Academic Programs)(and/or delegate)	Dr. David Collins and Ms Cassandra Davidson		Ex-officio (non-voting)
Vice-Provost (Indigenous Engagement)(or delegate)	Dr. Lynn Lavallée		Ex-officio (non-voting)
Registrar (or delegate)	Ms Sharon Bannatyne, designate		Ex-officio (non-voting)
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			