

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, January 9, 2019
1:30 p.m.

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Report of the Faculty of Graduate Studies Executive Committee Page 4
 on Course and Curriculum Changes RE: Departments of
 Occupational Therapy and Pathology [November 29, 2018]

III MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards Page 7
 [November 15, 2018]
2. Request for Increase to Admission Targets, Bachelor of Page 13
 Health Sciences and Bachelor of Health Studies, Rady
 Faculty of Health Sciences (*for consultation*)
3. Correspondence from President and Vice-Chancellor Page 16
 RE: Suspension of Admissions to Bachelor of Science
 in Pharmacy (B.Sc.Pharm.)
4. Items Approved by the Board of Governors Page 17
 [November 20, 2018]

IV REPORT OF THE PRESIDENT

V QUESTION PERIOD

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

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF DECEMBER 5, 2018

VII BUSINESS ARISING FROM THE MINUTES - none

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

1. Report of the Senate Executive Committee Page 18

Comments of the Senate Executive Committee will accompany the report on which they are made.

2. Report of the Senate Planning and Priorities Committee

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

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

- | | | |
|----|--|----------|
| 1. | <u>Report of the Faculty Council of the Clayton H. Riddell
Faculty of Environment, Earth, and Resources RE: Renewal
of Articulation Agreement, University of Manitoba, Bachelor
of Environmental Science – University College of the North,
Natural Resources Management Technology Diploma</u> | Page 19 |
| a) | <u>Report of the Senate Committee on Admissions</u> | Page 27 |
| b) | <u>Report of the Senate Committee on Curriculum and
Course Changes</u> | Page 28 |
| 2. | <u>Proposal for a Post-baccalaureate Diploma in Medical
Physiology and Pathophysiology, Max Rady College of
Medicine, Rady Faculty of Health Sciences</u> | Page 30 |
| a) | <u>Report of the Senate Committee on Admissions</u> | Page 93 |
| b) | <u>Report of the Senate Committee on Curriculum and
Course Changes</u> | Page 94 |
| c) | <u>Report of the Senate Planning and Priorities Committee</u> | Page 96 |
| d) | <u>Report of the Senate Committee on Instruction and
Evaluation</u> | Page 98 |
| 3. | <u>Proposal for a Bachelor of Midwifery Degree, College of
Nursing, Rady Faculty of Health Sciences</u> | Page 100 |
| a) | <u>Report of the Senate Committee on Admissions</u> | Page 196 |
| b) | <u>Report of the Senate Committee on Curriculum and
Course Changes</u> | Page 197 |
| c) | <u>Report of the Senate Planning and Priorities Committee</u> | Page 199 |
| d) | <u>Report of the Senate Committee on Instruction and
Evaluation</u> | Page 201 |
| 4. | <u>Reports of the Senate Committee on Admissions</u> | |
| a) | <u>RE: Revised Direct Entry Admission Requirements,
I.H. Asper School of Business</u> | Page 203 |

	b) RE: Revised Admission Requirements, Special Consideration Admission Category, I.H. Asper School of Business	Page 207
5.	<u>Reports of the Senate Committee on Instruction and Evaluation</u>	
	a) RE: Proposed Policy on Authorized Withdrawal or Program Withdrawal from the M.D. Program, Max Rady College of Medicine	Page 216
	b) RE: Proposed Essential Skills and Abilities (Technical Standards) for Admission, Promotion, and Graduation in the M.Sc. in Genetic Counselling Program, Department of Biochemistry and Medical Genetics	Page 224
6.	<u>Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes RE: Department of Electrical and Computer Engineering</u>	Page 242
X	<u>ADDITIONAL BUSINESS</u>	
	1. <u>Notice of Motion</u>	Page 246
XI	<u>ADJOURNMENT</u>	

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

Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum 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. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Dept. of Occupational Therapy and the Dept. of Pathology.

Observations

1. The **Department of Occupational Therapy** proposes the deletion of three (3) courses, OT 7570, OT 7750, and OT 7770; the introduction of three (3) courses, OT 7572, OT 7752, and OT 7772; and the modification of seven (7) courses, OT 6200, OT 6300, OT 6400, OT 7560, OT 7600, OT 7760, and OT 7800.

Changes to course titles and/or descriptions are required to accurately reflect the content of the Master of Occupational Therapy (MOT) program. The three course deletions are being introduced under three new course numbers with substantive title and course description changes. The course modifications consist of minor changes to the course titles and descriptions.

Course Deletions:

OT 7570 Advanced Practice in Occupational Therapy 1	-6
OT 7750 Independent Study	-6
OT 7770 Advanced Practice in Occupational Therapy 2	-6

Course Introductions:

OT 7572 Occupational Therapy Practice Skills 3	+6
---	-----------

Building on knowledge and skills learned in Occupational Therapy Practice Skills 1 & 2, students are introduced to advanced concepts, theories and models which guide client-centred occupational therapy. Students apply theory to [practice and continue to develop skills for evaluation and intervention of occupational performance issues.

OT 7752 Critical Inquiry Research Project	+6
--	-----------

Working with an assigned faculty advisor, students complete a research study relevant to occupational therapy. Students critique the literature, plan and conduct a capstone project, and relate their findings through a process of knowledge translation.

OT 7772 Occupational Therapy Practice Skills 4

+6

Building on knowledge and skills learned in Occupational Therapy Skills 1, 2, 3 students evaluate and apply concepts, theories and models of client-centered occupational therapy. Students develop skills to select, justify, perform and interpret evaluations and interventions to address occupational performance issues.

Course Modifications:

OT 6200 Basic Fieldwork (4 weeks)

4

Students are placed in practice setting for four weeks of fieldwork experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of practice settings. Course evaluated on pass/fail basis. Prerequisite: OT 6190.

OT 6300 Analysis of Occupation

4

Students examine the relationships between components of human performance and engagement in occupations. Students analyze self-care, productivity and leisure occupations to identify physical, cognitive and affective components required for function. Adapting and grading principles and methods are applied.

OT 6400 Intermediate Fieldwork 1 (8 weeks)

8

Students are placed in practice settings for eight weeks of fieldwork experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of practice settings. Course evaluated on a pass/fail basis. Prerequisite: OT 6200.

OT 7560 Occupational Therapy Process 1

6

Working in small group tutorials and using problem-based learning methods, students apply the occupational therapy process to selected learning scenarios within a variety of service delivery models, professional roles and practice environments.

OT 7600 Intermediate Fieldwork 2 (8 weeks)

8

Students are placed in practice settings for eight weeks of fieldwork experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of practice settings. Course evaluated on a pass/fail basis. Prerequisite: OT 6400.

OT 7760 Occupational Therapy Process 2

6

Building on knowledge and skills learned in Occupational Therapy Process 1, students work in small

group tutorials and use problem-based learning methods to apply the occupational therapy process to selected learning scenarios across the continuum of community health and new/emerging areas of practice.

OT 7800 Advanced Fieldwork (6 weeks)

6

Students are placed in practice settings for six weeks of fieldwork experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of practice settings. Course evaluated on a pass/fail basis. Prerequisite: OT 7600 and all MOT academic courses.

NET CREDIT HOUR CHANGE

NO CHANGE

2. The **Department of Pathology** proposes the deletion of PATH 7020, a 6 credit hour course, as the course was split into three individual courses, IMED 7212 (3), PATH 7120 (1.5) and PATH 7130 (1.5), and approved by Senate in December 2016. The course was split so that students could choose a more desirable and focused elective according to their learning goals. PATH 7020 now needs to be formally deleted.

Course Deletion:

PATH 7020 Introduction to Pathology

-6

NET CREDIT HOUR CHANGE

-6

Recommendations

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

Dept. of Occupational Therapy

Dept. of Pathology

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 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 November 15, 2018, the Senate Committee on Awards approved 5 new offers and 3 revised offers, as set out in Appendix A of the *Report of the Senate Committee on Awards (November 15, 2018)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 5 new offers and 3 revised offers, as set out in Appendix A (November 15, 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

November 15, 2018

1. NEW OFFERS

Al Shell Legacy Scholarship

Mr. Al Shell has established a scholarship fund at The Winnipeg Foundation to give back to his alma mater, the business faculty at the University of Manitoba. The Al Shell Legacy Scholarship is an entrance scholarship awarded annually to a high school student with high academic achievement who qualifies for the direct entry category in the I.H. Asper School of Business at the University of Manitoba. Each year one scholarship valued at \$500, will be awarded to an undergraduate student who:

- (1) has been admitted to the I.H. Asper School of Business via the Direct Entry Option and enrolls full-time (minimum 80% course load) in their first year of study at the University of Manitoba;
- (2) has achieved a minimum 85% average over the following courses (or their equivalents):
 - (a) Pre-Calculus Mathematics 40S,
 - (b) English 40S,
 - (c) A third 40S course.

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

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Any future modifications that may be necessary due to changed conditions will require complete consultation with the Winnipeg Foundation.

Faculty of Graduate Studies Research Completion Scholarships

In years where funds are available, the Faculty of Graduate Studies will offer scholarships to full-time graduate students at the University of Manitoba. Scholarships will be offered to meritorious graduate students who demonstrate significant academic achievement, research ability, and scholarly potential. Not all applicants who meet the minimum eligibility requirements are guaranteed to receive a scholarship. The Faculty of Graduate Studies will confirm the availability of funds for this scholarship annually.

In years when funds are available, scholarships with a minimum value of \$2,500 will be offered to graduate students who:

- (1) are enrolled full-time in a thesis-based program in the Faculty of Graduate Studies within the first two years of a Master's program or the first four years of a Ph.D. program;
- (2) have achieved a minimum grade point average of 3.0 based on the the last 60 credit hours (or equivalent) of study;
- (3) have defended their thesis proposal; and
- (4) are in good standing with the Faculty of Graduate Studies.

Preference will be given to students who do not hold funding, but all eligible applicants are encouraged to apply.

The application package must include:

- (i) an application form;
- (ii) a reference letter from the student's advisor (maximum 500 words); and

- (iii) the thesis proposal form.

The selection committee will determine the number and value of awards offered each year based on the funds available. In years when funds are available, multiple competitions may be held. The Faculty of Graduate Studies will set the deadline(s) each year. No awards will be offered in years when no funding is available.

The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate).

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 the 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.

MMCF-Eva Balazs Memorial B.Sc.(Med.) Scholarship

The MMCF-Eva Balazs Memorial B.Sc.(Med.) Scholarship has been established by the Manitoba Medical College Foundation at The Winnipeg Foundation. The fund was created in honour of Eva Balazs, a retired psychiatrist who was one of only six female students in the University of Manitoba Medical School Class of 1956. The aim of the scholarship is to support undergraduate medical students participating in research projects while enrolled in the Bachelor of Science (Medicine) program in the Max Rady College of Medicine. Each year, a minimum of one award valued at \$250 will be given to an undergraduate student who:

- (1) is enrolled in the Max Rady College of Medicine at the University of Manitoba in the Undergraduate Medical Education Program and is in good standing;
- (2) is enrolled full-time in the Bachelor of Science (Medicine) program; and
- (3) is conducting research in the field of mental health.

The selection committee will be named by the Dean of the Max Rady College of Medicine (or designate).

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Any future modifications that may be necessary due to changed conditions will require complete consultation with the Winnipeg Foundation.

Ray and Florence Starkell Bursary

In memory of Ray & Florence Starkell, family and friends have established an endowment fund at the University of Manitoba with gifts of over \$11,000. The purpose of the fund is to support undergraduate student athletes and recognize Ms. Starkell's love of sports. Beginning in 2019-2020, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is eligible to compete in U Sports and is a member of any Bison sport team;
- (2) is enrolled full-time, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (3) is enrolled in a minimum of 9 credit hours in each of the terms of competition;
- (4) has achieved either:
 - a. as an entering student, a minimum average of 80% on those high school courses used for admission to the University; or
 - b. a minimum degree grade point average of 2.0

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

The Director of Athletics and Recreation (or designate) will 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.

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

The Honourable Justice Robyn Moglove Diamond Prize for Excellence in Family Law

In memory of the Honourable Justice Robyn Moglove Diamond (LL.B./75), family and friends have established an endowment fund in her name at the University of Manitoba in 2018. Each year, beginning in 2019-20, the available annual income will be used to offer one prize to an undergraduate student who:

- (1) was enrolled full-time (minimum 80% course load) in the Faculty of Law in the year in which the award was tenable;
- (2) has achieved a minimum degree grade point average of 3.0; and
- (3) has achieved the highest standing in Family Law (currently numbered LAW 2640).

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; and (iv) the greater proportion of senior- or advanced-level courses in the total program.

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

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

Dean of Graduate Studies Student Achievement Award

The following amendments were made to the terms of reference for the **Dean of Graduate Studies Student Achievement Award**:

- The name of the award was changed to: *Dean of Graduate Studies Student Achievement Prize*
- The first paragraph was revised to:

The Dean of Graduate Studies Student Achievement Prize recognizes the outstanding academic achievement, strong leadership skills and notable personal service of a University of Manitoba

graduate student to the University, other students, and the community. Each year, the Dean of Graduate Studies Student Achievement Prize will be offered to graduate students who:

- The numbered criteria were revised to:
 - (1) *have been enrolled full-time in a Master's or Doctoral program in the Faculty of Graduate Studies for at least one year at the time of nomination;*
 - (2) *have displayed intellectual and academic attainment of a high standard, with a minimum degree grade point average of 3.5 in their current program;*
 - (3) *have volunteered within and outside their role as a student;*
 - (4) *have demonstrated strong leadership abilities and personal integrity;*
 - (5) *have shown commitment to improving the quality of life of others; and*
 - (6) *have shown outstanding performance and service in teaching and/or mentoring.*
- The third paragraph was revised to:

Nominations will be made by the student's advisor, or by a member of the student's supervisory committee or department. A nomination form must be submitted, along with three letters of support, one of which may be from outside the University of Manitoba. The letters of support should address the criteria listed above.
- The following paragraph was added:

The selection committee has the discretion to determine the number of prizes each year based upon the number of nominations received and the quality of the nominees. Normally, three prizes will be offered each year.
- The selection committee statement was revised to read:

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award. The selection committee will include the Associate Deans of the Faculty of Graduate Studies.
- The standard Board of Governors statement was added.

Dr. Murray Gordon Bell Graduate Scholarship

The following amendments were made to the terms of reference for the **Dr. Murray Gordon Bell Graduate Scholarship**:

- The first paragraph was revised to:

An endowment fund with an initial balance of \$10,000 was established in the name of Murray Gordon Bell by his family, friends, and colleagues. Dr. Bell died suddenly in December 2001 while in the middle of an already distinguished career. The purpose of this award is to encourage excellence in graduate studies in mathematics at the University of Manitoba. The first award was made in 2005. Each year, the available annual income will be used to offer one scholarship to a graduate student who:
- The numbered criteria were revised to:
 - (1) *will be enrolled full-time in the Faculty of Graduate Studies in a Master's or Ph.D. program delivered by the Department of Mathematics at the University of Manitoba;*
 - (2) *has achieved:*
 - a. *as a Master's student, a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; or*

- b. *as a Ph.D. student, a minimum grade point average of 3.75 based on the last 60 credit hours (or equivalent) of study;*
- The second paragraph was revised to:
Selections for this award will be based on grade point average, publications, and conference presentations. Candidates will submit a curriculum vitae as part of the application process.
- The following sentence was removed:
In the event that there are no eligible applicants, the scholarship will be offered to a student who meets criteria (1) and (2).

Thomas J. Pounder Memorial Scholarship

The following amendments were made to the terms of reference for the **Thomas J. Pounder Memorial Scholarship**:

- The first paragraph has been revised to:
A fund in the amount of about \$70,000 was established at The University of Manitoba in memory of Thomas J. Pounder. Mr. Pounder, who graduated from the University Of Manitoba in 1928 with a degree in Electrical Engineering, was interested in road-building in central and western Canada, and especially in pavement construction and maintenance. The scholarship was to be valued at \$8,000 when it was first offered in September, 1989. Beginning in 2019-2020, the available annual interest from the fund will be used to offer one scholarship each year to a graduate student who:
- The numbered criteria were revised to:
 - (1) *is enrolled full-time in the Faculty of Graduate Studies in any Master's or Doctoral program delivered by the Department of Civil Engineering;*
 - (2) *has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study;*
 - (3) *is working in aspects of the design, construction, maintenance and management of highway and airport pavements, with emphasis on practical application in Manitoba; and*
 - (4) *in the opinion of the selection committee, shows promise of making a worthwhile contribution to society through his/her work*
- The following paragraph was added:
Applicants will be required to submit a curriculum vitae, and a written statement (maximum 500 words) to demonstrate how they meet criteria (3) and (4).
- The selection committee statement was revised to:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Engineering Graduate Awards, Scholarships, and Bursaries Committee to serve as the selection committee.
- The standard Board of Governors statement was added.



UNIVERSITY
OF MANITOBA

Office of the President

202 Administration Building
Winnipeg, MB
Canada R3T 2N2
Telephone: 204-474-9345
Fax: 204-261-1318

Date: November 23, 2018

To: Jeff Leclerc
University Secretary

From: David T. Barnard, O.M., Ph.D., FRSC *David T. Barnard*
President and Vice-Chancellor

Subject: Request for Increase to Admission Targets, Bachelor of Health Sciences and Bachelor of Health Studies

I attach a recommendation from Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs) to increase the annual Admission Targets for the Bachelor of Health Sciences and Bachelor of Health Studies programs, respectively.

Under the Admission Targets policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate and the Board.

Accordingly, please place this item on the agenda for the December 12, 2018 Senate Executive meeting and the January 9, 2019 Senate meeting.



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: November 21, 2018

To: Dr. David Barnard, President and Vice-Chancellor

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

Re: Recommendation for Increase to Admission Targets, Bachelor of Health Sciences and Bachelor of Health Studies

Under the Admissions Target Policy, and at the request of Dr. Brian Postl, Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences), I am requesting that you consider an admission target increase from 25 to 40 students in both the Bachelor of Health Sciences and Bachelor of Health Studies programs effective the Fall 2019 term.

As noted in the attached, both the Bachelor of Health Sciences and Bachelor of Health Studies were originally approved with an annual intake target of 40 seats. This had been previously adjusted to 25 seats given historic enrolment trends. With recent renewed demand for the programs, the unit is requesting that the targets be reset to the original 40 seats. Please note that the Rady Faculty of Health Sciences, along with their partners in the Faculty of Science and Faculty of Arts, are reviewing longer-term enrolment trends in the two programs and may be requesting additional increases to the 40 students for future years.

As per the Admissions Target Policy, the President may approve changes to admission targets to a program following consultation with the Dean/Director, Senate, and the Board of Governors. As such, I would request that you give this request favorable consideration.

Please note that in consultation with the Office of the University Secretary, I have confirmed that to facilitate consultation with Senate and the Board at their next meeting, your advice in this regard should be submitted to their office for no later than November 28, 2018.

Cc.: Janice Ristock, Provost and Vice-President (Academic)
Brian Postl, Dean, Rady Faculty of Health Sciences, and Vice-Provost (Health Sciences)
Susan Gottheil, Vice-Provost (Students)
Mark Nachtigal, Director, Interdisciplinary Health Program
Jeff Leclerc, University Secretary
Jeff Adams, Executive Director, Enrolment Services
Cassandra Davidson, Academic Program Specialist



UNIVERSITY
OF MANITOBA

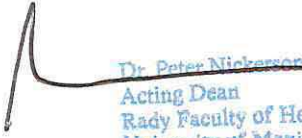
Rady Faculty of
Health Sciences

Max Rady College of Medicine
Office of the Dean
A105 Chown Building
753 McDermot Avenue
University of Manitoba
Winnipeg, Manitoba R3E 0T6
Telephone 204-789-3485

MEMORANDUM

Date: Nov 6 2018

To: Dr. Janice Ristock, Provost


Dr. Peter Nickerson
Acting Dean
Rady Faculty of Health Sciences
University of Manitoba

From: Dr. Brian Postl, Dean and Vice-Provost Rady Faculty of Health Sciences

Re: **Admission Targets for the Interdisciplinary Health Program**

When the Interdisciplinary Health Program (IHP), consisting of the Bachelor of Health Sciences and Bachelor of Health Studies degrees, first received Senate approval on May 17, 2006, the proposal from the Faculty of Human Ecology had indicated that initially there would 20-30 admissions in each degree for the first two years increasing to 40 seats each in subsequent years. However, official admission targets for each degree in the IHP are currently set at 25 seats.

Since the IHP relocated to the Rady Faculty of Health Sciences in 2015, student interest has increased in the IHP resulting in the need to re-adjust these admissions targets as originally proposed. The IHP is currently planning a common visioning/strategic planning process with all participating faculties (Health Sciences, Arts, and Science) at which time future enrolment targets will also be considered. However, at this time a request is being made to increase admission targets from 25 to 40 seats each in the Bachelor of Health Sciences and Bachelor of Health Studies for Fall 2019, as originally proposed.



UNIVERSITY
OF MANITOBA

Office of the President

202 Administration Building
Winnipeg, MB
Canada R3T 2N2
Telephone: 204-474-9345
Fax: 204-261-1318

Date: December 03, 2018

To: Jeff Leclerc
University Secretary

From: Dr. David Barnard, O.M., Ph.D., FRSC
President and Vice-Chancellor

Subject: Suspension of Admissions to the B.Sc. (Pharmacy) Program

The recommendation to suspend admissions to the B.Sc. (Pharmacy) was brought forward for consultation with Senate on November 7, 2018 and the Board of Governors on November 20, 2018, with no significant concerns being raised.

Under the Admission Targets Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director, Senate and the Board of Governors.

As a result, admissions to the B.Sc. (Pharmacy) should be suspended for the Fall 2019 intake *pending approval by the province under the provincial Program of Study regulations*. I would request that you proceed accordingly.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Dr. Brian Postl, Dean, Rady Faculty of Health Science & Vice-Provost (Health Sciences)
Dr. Lalitha Raman-Wilms, Dean, College of Pharmacy
Mr. Jeff Adams, Executive Director, Enrolment Services
Mr. Neil Marnoch, Registrar
Mr. Randy Roller, Executive Director, Office of Institutional Analysis
Ms. Cassandra Davidson, Academic Programs Specialist



UNIVERSITY
OF MANITOBA

Office of the University Secretary

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

MEMORANDUM

DATE: November 21, 2018

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary

SUBJECT: ***APPROVAL OF MOTION, Board of Governors - November 20, 2018***

On November 20, 2018, the Board of Governors approved the following motion:

THAT the Board of Governors approve five new offers, five amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated September 27, 2018].

THAT the Board of Governors approve one new offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated September 27, 2018].

Copy: J. Ristock
D. Jayas
S. Coyston

JL/sf

December 12, 2018

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 Brenda Austin-Smith will be the Speaker for the Executive Committee for the January 2019 meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee

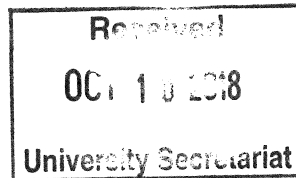
Terms of Reference:

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



UNIVERSITY
OF MANITOBA

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



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


Inter-Departmental Correspondence

DATE: October 4, 2018

TO: Jeff M. Leclerc, University Secretary

FROM: Norman Halden, Dean

RE: **University College of the North and the University of Manitoba Articulation Agreement NRM Technology Diploma (UCN)/ Bachelor of Environmental Science (U of M) – Renewal**



An articulation agreement for the Bachelor of Environmental Science degree program at the University of Manitoba and the University College of the North, Natural Resources Management Technology Diploma Program was approved in September 2012. The renewal of the agreement was delayed and has now passed our Faculty Council on October 1, 2018.

There were minimal changes to the agreement to the course-mapping. The majority of the courses have been revaluated effective September 2017. Two courses from UCN were modified including *RRR.2452 Public Relations and Communications* and *RRR.1081 Natural Resources Law Enforcement* resulting in minimal changes to the transfer credit evaluation of these courses. The deletion and subsequent system cleanup of *GEOG 2250 - Introduction to Geographic Information Systems (TS)* and *BIOL 4390 - Principles of Wildlife Management* resulted in additional course evaluation adjustment guided by the Admissions, evaluations office. We are advised the effective September 2019 courses will be loaded to term of study, the assessment would then be based on when the student took the course rather than their term of admission, so in the example of UCN RRR 2010 (3) if a transfer student took it between September 2012 and - 2017 they would receive UM GEOG 2250 (3), if they took it September 2018 or later they would receive UM GEOG 2XXX (3).

The number of students who have transferred and successfully graduated has been four, all with GPAs in excess of 3.00. One graduate is currently a Vanier Scholar in Applied Health Sciences another is now an instructor at University College of the North in the NRMT program. We have three transfer students currently in our program, with two more in the pipeline.

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



UNIVERSITY OF MANITOBA

ARTICULATION AGREEMENTS

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

INSTRUCTIONS

This form should be completed by the UM Program Contact - identified in Question 2 below – and submitted to the relevant Faculty/College/School Council for approval. Following unit approval, please prepare two (2) copies of this proposal for signature and delivery to the Office of the University Secretary and the Vice-Provost (Integrated Planning and Academic Programs), respectively, to begin the Senate approval process.

In addition to the Senate proposal document, an *International Articulation Agreement* must be completed for **international articulations** for approval by the Associate Vice President (Partnerships). Please contact the International Centre for further details. Copies of the signed legal agreement must be sent to the Provost's Office prior to program commencement. Note that while the legal agreement cannot proceed until the articulation program has been approved by Senate, it is highly recommended that units begin this process while the proposal is being considered through Senate.

For **renewals** of existing agreements, please include the following supporting documentation:

- A cover letter detailing any changes from the current agreement.
- A benefit analysis report outlining the success of the program to date. Using both quantitative and qualitative measures, the report should address such things as, but not necessarily limited to:
 - number of students and student success rates;
 - other benefits to students; and
 - other benefits to the unit and/or the institution.
- An updated course-mapping form, highlighting any changes from the current agreement.
- For agreements not previously approved by Senate, a copy of the most current agreement.

Please ensure you plan appropriately when developing timelines for any articulation. Mapping of international coursework, legal translations of documents, and approval by the partner institution will add extra time to the approval process. Units should allow for up to 12 months from the first planned Fall intake of students for domestic agreements and at least eighteen months to two years for international agreements.

Please direct questions to Cassandra Davidson in the Provost's Office at Cassandra.Davidson@umanitoba.ca.



UNIVERSITY
OF MANITOBA

SENATE ARTICULATION AGREEMENT PROPOSAL

A. UM PROGRAM AND PARTNER INFORMATION

1. **Agreement Type:** New ☐ Renewal ☒ Domestic ☒ International ☐

2. **Name and Address of Partner Institution:**

University College of the North (UCN), Box 3000, 436-7th Street East, The Pas, Manitoba, R9A 1M7

3. **UM Program Contact:**

Name: Norman Halden

Designation: Dean

Email: nm.halden@umanitoba.ca

Phone: (204) 474 7248

Signature: _____

Date: _____

3/12/18

4. **Name and designation of contact person from partner institution (*Include full contact information*):**

Name: Rob Penner

Designation: Associate Vice-President, College of
Trades and Technology

Address: PO Box 3000, The Pas, MB R9A 1M7

Email: rpenner@ucn.ca

Phone: 204-627-8623

5. **Name and designation of signing authority for the partner institution (*include full contact information*):**

Name: Dr. Dan Smith

Designation: Vice-President, Academic and Research

Address: PO Box 3000, The Pas, MB R9A 1M7

Email: dsmith@ucn.ca

Phone: 204-627-8322

B. PROGRAM PROPOSAL

PROGRAM INFORMATION

6. **UM Faculty/College/School:** Clayton H. Riddell Faculty of Environment, Earth, and Resources

UM Department: Environment and Geography

UM Program to which advanced entry is sought (*provide program name and credential*):

Bachelor of Environmental Science (B. Env. Sc.)

7. **Program at Partner Institution from which advanced entry is sought (*provide program name and credential*):**

Natural Resources Management Technology (NRMT) Diploma

8. Start date (*number of years for which the agreement is proposed to run*).

Start Date: September, 2019 Period (yrs.): 5 years

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

NRMT Diploma: 2 years

B. Env. Sc.: 2 years (60 credit hours)

Total: 4 years – equivalent of 120 credit hours

10. If applicable, will students be able to participate in a co-op option in the program? Y ☒ N ☐ NA ☐

11. Detail any costs accrued to the UM arising from this proposal. Costs should include any resources required to support the program and any tuition and/or fee implications, including application fees.

A letter from the budget Dean detailing how any costs will be met must accompany the completed proposal, and funding requests for consider by the Senate Planning and Priorities Committee (SPPC) must be submitted on the SPPC Program Proposal Budget Form (<http://umanitoba.ca/admin/governance/forms/index.html> under Other Forms).

Funding needed for recruitment trips. Riddell Faculty Student Services and Deans Office will continue to be represented at UCN events on the main campus in The Pas.

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

Regular interaction and communication with the UCN Science Area Chair. Annual Recruitment event(s) and trips. Interaction at the Board level of the Northern Manitoba Mining Academy (at which both institutions are represented).

STUDENT SELECTION AND SUPPORT

13. Number of students to be admitted at each intake.

Expected No. 3-5 Maximum No. 10

14. Is advanced entry limited to graduates of the partner institution program? Y ☒ N ☐

15. Provide details of the requirements for advanced entry (include a detailed mapping of the partner program's coursework requirements to the UM program on the Articulation Course Mapping Form). *Append all applicable course syllabi.*

(Articulation Course Mapping Form and applicable course syllabi attached).

16. Describe the entry pathway for admission and selection for articulation at UM. Include information on admission requirements, including minimum GPA requirements and English language requirements, should they fall outside the standard UM requirements. *International agreements should identify and address the role of a UM faculty member (or representative) in the student selection process.*

Completion of Natural Resources Management Technology (NRMT) Diploma
'C' average or higher with no grades of 'F'.

- 17. Outline any recruitment strategies associated with the proposed program. Include information on efforts by both the UM and partner institution where applicable.**

Visits by the Dean. Attendance at career fairs by the Student Services Team. Information distributed at UCN and information on both UCN and U of M web pages (<http://www.umanitoba.ca/faculties/environment/undergraduate/articulation.html>). Articulation agreements are mentioned on UCN's NRMT website ([https://www.ucn.ca/sites/academics/facultyarts/programofferings/nrmt/Pages/Natural-Resources-Management-Technology-\(NRMT\).aspx](https://www.ucn.ca/sites/academics/facultyarts/programofferings/nrmt/Pages/Natural-Resources-Management-Technology-(NRMT).aspx)), the program recently moved to the College of Trades and Technology within UCN and, secondly, the UCN website is undergoing a complete make-over. Stories about past students in the Riddell Faculty Newsletter. 'Earn a UofM Degree in two years' articulation brochure. (Attached)

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

Regular student supports are available to these students. Some additional support may be required in terms of advising regarding courses.

QUALITY ASSURANCE

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

The agreement will be formally reviewed after 5 years. Revisions to the agreement may be made as needed on an annual basis.

- 20. Outline how feedback will be provided to the partner institution in terms of student performance.**

An annual summary report will be prepared on the performance of articulation students, and shared between the University of Manitoba and UCN.

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

The Environment Science program is accredited by Eco-Canada. This articulation agreement does not impact the requirements of accreditation.

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

Any in-course articulation students would finish their degrees as University of Manitoba students. Any discontinuation of the articulation agreement would allow for a 1-year lag period to enable students entering the 2nd year of their NRMT Diploma to move to the B. Env. Sc. program at the University of Manitoba.

23. What is the partner institution's policy on academic freedom? What are the implications of this (if any) on course content.

Academic Freedom for faculty members is outlined in Article 72 of the UCN Collective Agreement. Courses are taught in accordance with the approved course descriptions in both institutions and as such would not be affected.

(UCN Article 72 attached.)

BENEFIT ANALYSIS

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

- Extended opportunities for resources management education and training for Northern students potentially including Indigenous students.
- Develops the identity of the Riddell Faculty and the University of Manitoba as a first choice educational institution in northern Manitoba
- Increases the diversity of B. Env. Sc program including bringing northern perspectives to the discussion of environmental and resource problems in the classroom, labs, and field venues.

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

- Potential advising and adjustment issues addressed via:
 - Early and regular interaction with Student Services staff
 - Interaction with the Dean and Deans office staff to gather their views on their experience and their views of the program
 - Orientation for transfer students (to the University of Manitoba, Winnipeg, and the Riddell Faculty)
 - Directing students to services and opportunities that are personally relevant to them and their interests (e.g. Migizii Agamik, University of Manitoba student angling club, etc).

ADDITIONAL INFORMATION

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

Click on the icon to add content.

C. FACULTY/COLLEGE/SCHOOL REVIEW AND APPROVAL

Dean/Director: _____

Date: _____

Faculty Council: _____

Date: _____

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

D. SENATE REVIEW AND APPROVAL

Senate Committee on Curriculum and Course Changes (SCCCC): Date: _____

Senate Committee on Admissions (SCADM): Date: _____

Senate Planning and Priorities Committee (SPPC): Date: _____

Senate Approval: Date: _____

E. PROVOST APPROVAL TO IMPLEMENT

Provost & Vice-President (Academic): _____ Date: _____

Additional Conditions:

F. PARTNER INSTITUTION APPROVAL

Name: _____ Position: _____

Signature: _____ Date: _____

For international agreements only: *following approval of the Senate articulation agreement, the next step will be to complete an International Articulation Agreement for approval by the Associate Vice President (Partnerships). Please contact the International Centre for further details.* Copies of the signed international articulation agreement must be sent to the Provost's Office prior to program commencement.

International Articulation Agreement Required: Y ☐ N ☐ Date Received: _____

Signed copies to: *(action by Provost's Office)*

☐ Dean's Office, Proposing UM Faculty
☐ Partner Institution Signatory

☐ Registrar
☐ Admissions

☐ University Secretary
☐ Office of Institutional Analysis

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

UM Program: Course code, name, credit hours.			Partner’s Program: Unit(s) that maps to the UM course.
ENVR 1000	Environmental Science 1 - Concepts	3	Totality of program
STAT 1000	Basic Statistical Analysis 1	3	UC .MSC.1690 Biostatistics
BIOL 1XXX	Unallocated Credit	3	UC .RRR.1030 L Botany
BIOL 1XXX	Unallocated Credit	3	UC .RRR.1060 L Zoology
GEOL 1XXX	Unallocated Credit	3	UC .RRR.1020 L Earth Science
GEOG 1XXX	Unallocated Credit	3	UC .RRR.1050 L Navigation and Global Positioning Systems
BIOL 2XXX	Unallocated Credit	3	UC .RRR.2050 L Fisheries Management
BIOL 2390	Introductory Ecology	3	UC .RRR.1010 General Ecology
BIOL 2XXX	Unallocated Credit	3	UC .RRR.2100 L Aquatic and Wildlife Ecology
GEOG 3200	Introduction to Remote Sensing	3	UC .RRR.2030 L Air Photo Interpretation
GEOG 2250 2XXX	Unallocated Credit Introduction to Geographic Information Systems	3	UC .RRR.2010 Geographic Information Systems
ENVR 2XXX	Unallocated Credit	3	UC .RRR.2020 Environmental Assessment
ENVR 2350	Technical Communication in the Environmental Sectors	3	UC .ART.1800 Scientific Writing + UC .ART RRR .2450-2452 Public Relations and Communications
REC 2XXX	Unallocated Credit	3	UC .RRR.2410 L Park Management
ENVR 3020	Extended Field Topics in Environmental Science 1 (Course topics vary. Students may hold more than one ENVR3020)	3	UC .RRR.2070 L Forestry Practices
ENVR 3020	Extended Field Topics in Environmental Science 1	3	UC .RRR.2080 L Timber and Forestry Management
ENVR 3020	Extended Field Topics in Environmental Science 1	3	UC .RRR.1040 L Water Resources
ENVR 3020 2XXX	Unallocated Credit Extended Field Topics in Environmental Science 1	3	UC .RRR.1201 L Resource Field Safety and Skills + UC .RRR.2330 Fall Field Practicum
ENVR 3XXX	Unallocated Credit (Can be used in lieu of ENVR3160 Environmental Responsibilities and the Law)	3	UC .RRR.1080 L 1081 L Natural Resources Law Enforcement
BIOL 4390 <u>ENVR 4XXX</u>	Unallocated Credit (Can be used in lieu of ENVR 4000 Wildlife Management) Principles of Wildlife Management	3	UC .RRR.2090 L Wildlife Management
		60 ch	

Report of the Senate Committee on Admissions concerning an articulation agreement between the Clayton H. Riddell Faculty of Environment, Earth, and Resources and the University College of the North (2018.11.23)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Clayton H. Riddell Faculty of Environment, Earth, and Resources (CHRFEER) is proposing the renewal of an articulation agreement with the University College of the North (UCN). The agreement involves the Bachelor of Environmental Science degree program at the University of Manitoba and the Natural Resources Management Technology Diploma program at the University College of the North.
3. The proposal was approved by the CHRFEER Faculty Council on October 1st, 2018 and was endorsed by SCADM on November 23rd, 2018.

Observations:

1. This is a renewal of the original agreement that was first approved in September, 2012.
2. In order to be eligible for admission to the University of Manitoba, students must complete the Natural Resources Management Technology Diploma at UCN with an average of 'C' or better.
3. Since the agreement has been in effect, four students have transferred into the University of Manitoba and have persisted through to graduation.
4. The majority of the UCN courses were re-evaluated in September, 2017.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to renew the articulation agreement between the Clayton H. Riddell Faculty of the Environment, Earth, and Resources and the University College of the North be approved effective for September, 2019.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions

Report of the Senate Committee on Curriculum and Course Changes RE: Renewal of Articulation Agreement, University of Manitoba, Bachelor of Environmental Science – University College of the North, Natural Resources Management Technology Diploma

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.
2. At its meeting on October 22, 2018, the committee considered a proposal from the Clayton H. Riddell Faculty of Environment, Earth, and Resources, to renew an Articulation Agreement between the University of Manitoba and the University College of the North (UCN) concerning advanced standing for graduates of the Natural Resources Management Technology Diploma in the Bachelor of Environmental Science degree.
3. The Articulation Agreement was formally approved by Senate, June 20, 2012, for a term of five years and was recently extended to September 2019 (Senate, June 20, 2018).
4. The proposal was also considered by the Senate Committee on Admissions (November 23, 2018).

Observations:

1. The committee endorsed a proposal from the Faculty of Environment, Earth, and Resources, to renew an Articulation Agreement between the University and UCN concerning advanced standing for graduates of the Natural Resources Management Technology Diploma in the Bachelor of Environmental Science degree, for a period of five years, beginning September 2019.
2. The Faculty has completed a review of the Articulation Agreement. On the basis of that, it is recommending several changes to the course mapping (as detailed in the proposal), which describes the course requirements for advanced entry to the degree program under the Agreement.
3. The Faculty reported that all students admitted to the B.Env.Sc. degree under the Articulation (n = 4) graduated with Degree Grade Point Averages above 3.00.
4. At present, there are three (3) students in the B.Env.Sc. degree program who were admitted to the Faculty under the Articulation Agreement.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve the renewal of the Articulation Agreement between the University of Manitoba and the University College of the North concerning advanced standing for graduates of the Natural Resources Management Technology Diploma in the Bachelor of Environmental Science degree, for a period of five years, effective September 2019.

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



UNIVERSITY
OF MANITOBA | Rady Faculty of
Health Sciences

Max Rady College of Medicine
Office of the Dean
A105 Chown Building
753 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T6
Phone: 204-789-3485
Fax: 204-789-3661

July 10, 2018

TO: Mr. Jeff Leclerc, University Secretary

FROM: Dr. Brian Postl, Dean and Chair of the Rady Faculty of Health Sciences Faculty Council

RE: Senate Approval for Post-baccalaureate Diploma in Medical Physiology and Pathophysiology Program and Six New Undergraduate Courses

The Rady Faculty of Health Sciences is requesting initiation of the Senate approval process for the introduction of a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program and six new undergraduate courses.

The following two motions were approved unanimously at the Rady Faculty of Health Sciences Executive Council meeting on June 19th, 2018:

1. That the Rady Faculty of Health Sciences approve the introduction of a new one-year stand-alone 27 credit hour (Cr. Hrs.) Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program; and
2. That the Rady Faculty of Health Sciences approve introduction of six new undergraduate courses with the following designations that have been confirmed by the Registrar's Office:
 - * PHGY 4002 Introduction to Respiratory Physiology and Pathophysiology 3 Cr. Hrs.;
 - PHGY 4004 Introduction to Cardiovascular Physiology and Pathophysiology 3 Cr. Hrs.;
 - PHGY 4006 Introduction to Endocrine Physiology and Pathophysiology 3 Cr. Hrs.;
 - PHGY 4008 Introduction to Neurophysiology and Pathophysiology 3 Cr. Hrs.;
 - PHGY 4010 Introduction to Cell Physiology and Pathophysiology 3 Cr. Hrs.; and
 - PHGY 4012 Laboratory Physiology and Pathophysiology 12 Cr. Hrs.

Attached is one file in pdf format that includes this cover memo, the proposal, and all required appendices.

Please let me know if you require additional information or clarification.

Copy: David Collins
Shannon Coyston
Cassandra Davidson

**Secretary's note: Courses have been renumbered at the 5000- level as part of the Senate committee review of the proposal.*

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

NEW PROGRAM OF STUDY

Under The Advanced Education Administration Act

Universities and colleges requesting approval for a **new** program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

UM INTERNAL REQUIREMENTS:

**UNIVERSITY
OF MANITOBA**

1. Following unit approval* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:
 - Undergraduate Programs:** Office of the University Secretary (for Senate submission deadlines visit <http://umanitoba.ca/admin/governance/meetings/index.html>. Please also submit a **hard copy** version to the Office of the Secretary to their office as well.
 - Graduate Programs:** Faculty of Graduate Studies (for timelines visit http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html.
 - ALL Programs:** as preparation for submission to ALD, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.
2. Along with the information requested in the proposal template, please **append** details on the following:
 - a) **ALD /SPPC Financial Support Form** [available through the Office of the Provost & Vice-President (Academic)]
This form requires the signature of the Financial Planning Office. Please contact Kathleen Sobie, Executive Director, Financial Planning, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.
 - b) **Admission and/or transfer criteria** for the proposed program.
 - c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
 - Undergraduate Programs:* for SCCCC Program and Course Change forms, as applicable, visit <http://umanitoba.ca/admin/governance/forms/index.html>
 - Graduate Programs:* for course change forms visit http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html
 - d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.
 - e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
 - f) **Library statement** of support.
 - g) Where applicable, a **transition plan** for current students entering the new program.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost and Vice-President (Academic).

*Note: the complete proposal, including all appendices, and associated program and course forms, should be submitted to departmental (as appropriate) and faculty/college/school approving bodies for review and approval, prior to submission to the Office of the University Secretary.

Revised December 10, 2017

Revised October 18, 2017.

SECTION A – PROPOSAL DETAILS

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program:
Rady Health Sciences/Physiology & Pathophysiology

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program:
Not Applicable

Program name: Post-baccalaureate Diploma in Medical Physiology and Pathophysiology

Credential awarded: Post-baccalaureate Diploma

Funding request: \$0.0

Office Use Only

One-time funding: _____

On-going funding: _____

Proposed start date: September 2020

List any critical issues that may impact the start date of the program: Obtaining required approvals

UM INTERNAL REQUIREMENT: Name of Person(s) responsible for the Program internally (please include contact information):

Peter A. Cattini, Professor & Head, Department of Physiology & Pathophysiology, University of Manitoba, Room 432, 745 Bannatyne Avenue, Winnipeg, Manitoba R3E 0J9. E-mail: peter.cattini@umanitoba.ca Tel: 204-789-3694

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

The objective is to provide a one-year stand-alone program of study for individuals with little or no medical physiology and/or biomedical research laboratory experience after completing a three or four-year bachelor's degree, and award a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology. The program is designed for individuals with an interest in medical pathophysiology, who wish to pursue careers related to human sciences, biomedical research, professional designations in medicine and related disciplines, or other health-related areas.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

This is a one-year Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program, with 27 required credit hours (Cr.Hrs.) delivered through five medical physiology and pathophysiology courses (5x 3 Cr. Hrs.) and one spanned (laboratory required) research course (1x 12 Cr. Hrs), which will be offered annually in the Fall term (September).

B-3 Intended outcomes of the program:

- B-3.1 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

Preamble: A three or four-year science degree (normally B.Sc.) may be completed successfully in the life sciences with little or no exposure to human or medical physiology, pathophysiology (diseases and disorders) -related research, and/or with little or no practical experience of biomedical (often laboratory) research.

The program serves the student academically by introducing them to medical physiology, pathophysiology and providing biomedical (laboratory) research experience. The program provides opportunities for students to work with or be exposed to graduate students in the Department, and to some of Canada's top internationally recognized faculty/research scientists. The Department of Physiology & Pathophysiology is home to six nominated or past Canada Research Chairs in areas of cardiovascular (Drs. Larry Hryshko and Lorrie Kirshenbaum), cell (Dr. Sabine Mai), endocrine (Dr. Tooru Mizuno), neuro- (Dr. Phil Gardiner), and respiratory (Dr. Andrew Halayko) pathophysiology (as of November 2017).

The program also provides students with one-on-one instructor interaction during normally two research projects over 20 weeks. This may allow for a better understanding of student's personal challenges and concerns, and potentially provide a more informed basis to offer research or health-related career guidance. Success in this regard will not only advance academic needs but also strengthen the possibility of establishing a career path, employment and as a consequence social and economic benefits.

Again, from both academic and economic perspectives, the program will provide students with the opportunity to attend any research and/or career-related seminars and workshops offered at the University of Manitoba. While not guaranteed, the successful completion of the program will enhance an individual's chances of entering graduate studies and/or health-related training programs, based on historical Department data (**see section C-6 below**). Until 2004, we offered a similar one-year medical physiology, cell biology and laboratory training opportunity in terms of content to three and four-year science degree students. Greater than 75% of the 37 students that completed this opportunity

between 1994 and 2004, went on to enter graduate studies and/or medical and dental school. This program was no longer offered after 2004 because it did not meet the requirements of a pre-Masters program, which is not the case for the stand-alone program offering a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology proposed here.

In addition, the 5000 level physiology and pathophysiology courses are expected to increase first year medical school performance related to course work in medical physiology. The exposure to laboratory research is also expected to potentially increase the number of research-trained clinicians. In this context, the program fits well with the dual registration MD/graduate degree option offered through the Max Rady College of Medicine and Rady Faculty of Health Sciences at the University of Manitoba.

It is anticipated that the quality and content of the program will make this attractive for Manitoba and out-of-Province students, and even international recruitment, however, the financial implications of potential international recruitment have not been included in the tuition figures. The potential to attract out-of-Province students may contribute to the diversity of students, and by extension the social and cultural landscape of our wider community. Importantly, this provides a further opportunity to promote the quality and benefits of our program but also living and working in our Province.

The proposed Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program has the support of leaders in the private sector involved in the life sciences industry, including: Tracey Maconachie, President of the Life Science Association of Manitoba (now the Bioscience Association Manitoba:); Dr. Laura Saward, Senior Vice-President, Emergent Biosolutions, Dr. Jon-Jon Santiago, Chief Scientific Officer and Co-Founder of Intrinsic Analytics, Inc., and Dr. Albert D. Friesen, President & Chief Executive Officer of Medicure, Inc. Graduates from our Department are employed at Emergent BioSolutions, Intrinsic Analytics Inc., and Medicure, Inc. Dr. Santiago states in a letter of support " In regards to employment opportunities for future graduates of this program, I see the potential impact that local companies like Intrinsic Analytics can benefit from." It is perhaps noteworthy that Dr. Santiago, like Dr. Saward, is a graduate of the Department of Physiology (& Pathophysiology) and is a co-founder of Intrinsic Analytics Inc. in Winnipeg. The potential then is to not only support employment but also future employers. Finally, there are examples of students that took advantage of the "medical physiology" opportunity in the last 10 years it was offered that have found employment in the public sector, including as a Senior Biologist with Health Canada and as a science teacher in Winnipeg (**See also section C-6 and letters of support in Appendix 2e**).

In summary, the proposed Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program expands on the earlier (pre-2004) medical physiology opportunity by: increasing accessibility and supporting diversity as a stand-alone program; introducing students to pathophysiology (disease and disorder processes); and offering a distinct credential (Post-baccalaureate Diploma). This program will be of interest to those that desire but have little or no knowledge of medical physiology or practical experience of laboratory research, or are looking to strengthen their applications for postgraduate education (e.g., graduate or medical schools). This program is also welcomed by employers in the private sector, including health/research-related industry in Manitoba. Relative to when the medical physiology option was previously offered, there has been a request to increase the number of graduate students by the University of Manitoba, an increase in the medical professional school intake, including medical school and Physician Assistant places, and the appearance of new health/research-related industry opportunities, like Intrinsic Analytics, Inc. in Manitoba. While employment cannot be guaranteed, our historical data related to enrolment and outcome, together with evidence of continuing and even growing demand suggest that successful completion of the program will enhance

an individual's chances of entering graduate studies and/or health-related training program and/or finding a life science or medical-related employment opportunity in the private sector or public sector in the majority of cases.

B-3.2 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

There is evidence, including from our own Department (Physiology & Pathophysiology) as alluded to above, that some students seek to strengthen their credentials between completing their undergraduate science degree and pursuing further education or career opportunities in health-related areas including research, education and delivery. While it is commonly held that a bridge or gap year refers to the period between finishing high school and starting an undergraduate degree, it can also refer to the period between completing an undergraduate degree and applying and/or entering graduate school (e.g., *The Gap Year: Between Graduation and Graduate School*, University of California, Berkeley Career Center, 2017, <https://career.berkeley.edu/Grad/TheGapYear>; Dr. S. Hamby, *Psychology Today*, <https://www.psychologytoday.com/blog/the-web-violence/201507/should-you-take-gap-year-grad-school>). As part of her response to the question of "Should You Take a Gap Year Before Grad School?", Dr. Hamby states: "There are lots of great ways to spend a year that will make you an even stronger candidate for graduate school. Probably the number one choice is the increasingly popular post-baccalaureate research internship, or "post-baccs" as we call them around here.... In recent years, almost every student I know who has gotten into a psychology doctoral program has completed a research internship in a gap year." Interest in taking a gap year may also be growing: "If you're in a quandary about how to spend the year or two after graduation and before grad school, you're certainly in good company. This is an increasingly common question....", as stated on the Berkeley Career Center website. Although many will be looking for a break from education and be seeking a real world experience through travel, volunteering and gaining work experience, others will be looking to strengthen their applications (e.g., to professional schools) or simply seeking more information to decide between different types of career or further educational opportunity (e.g., careers that offer different types of graduate training (as discussed by the Berkeley Career Centre, 2017, <https://career.berkeley.edu/Grad/TheGapYear>). This option is obviously not for everyone, but students on entering University are not always clear of the direction to take with their studies and/or career. Arguably, after completing a three or four-year degree, some students might be in a better position (both in terms of maturity and experience) to consider their future direction than at the time they completed high school, including whether more education or work experience is required to meet their career goals and what gap this might fill.

In this context, individuals who enter the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program will have the opportunity to fill a gap in or enhance their knowledge of medical pathophysiology and laboratory research, and thereby potentially strengthen their applications. The program is housed in the Max Rady College of Medicine within the Rady Faculty of Health Sciences, which also includes the Colleges of Dentistry, Nursing, Pharmacy, and Rehabilitation Sciences. Importantly, members of the Department have laboratories in research-intensive institutes or centres affiliated with the University of Manitoba. These include the: Institute of Cardiovascular Sciences and Canadian Centre for Agri-Food Research in Health and Medicine (St. Boniface Hospital); Children's Hospital Research Institute of Manitoba (Health Sciences Centre); Kleysen Institute of Advanced Medicine (Health Sciences Centre); Research Institute of Oncology and Hematology (CancerCare Manitoba and University of Manitoba); and Spinal Cord Research Centre (University of Manitoba). While attending and successfully completing the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program does not mean that acceptance in the affiliated departmental graduate program or medical school is guaranteed, participation in the program would allow an individual to become familiar with the department, college, faculty, mission, and environment before an application is made. Furthermore, the environment provides exposure to graduate students, prominent researchers/lecturers /medical professionals from

the University of Manitoba, and also those visiting from out-of-Province. This can provide a further opportunity to learn more about or pursue a potential career path.

B-4 Mode of Delivery

B-4.1 Provide the total program length through **one** of the following measures:

27 Total credit hours

Total contact hours

Total courses

B-4.2 What proportion of the total program length (as indicated above) can be completed through the two following modes of delivery? *(Note that one or both selections can be offered up to the total program length.)*

100% In-person

Online

B-5 Provide an overview of the suggested progression of courses on a year-by-year basis for the program from start to maturity. *(Course level detail is not necessary, however, please include credit hours/contract hours, proportion of upper level courses, clinical placements or practicums, or subject area requirements where applicable)*

In brief, students are expected to complete the required 27 credit hours (Cr.Hrs.) of six 5000 level courses of the Post-baccalaureate Diploma program in one year, by starting in the Fall term (September).

Courses required for the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program include:

PHGY 5002 Respiratory Physiology and Pathophysiology Cr. Hrs. 3

This course introduces students to the basic medical physiology of the respiratory system, with emphasis on clinically relevant lung pathophysiology, in particular how basic concepts relate to disease and its treatment, as well as how this determines research questions in the field. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5004 Cardiovascular Physiology and Pathophysiology. Cr. Hrs. 3

This course introduces students to basic medical cardiovascular physiology and pathophysiology, including (but not limited to) excitation-contraction coupling, the cardiac cycle, Frank Starling law, PV loops, heart failure, cardiomyopathies, electrical activity of the heart, arrhythmias, the arterial system, blood pressure control, hypertension, congestive issues in heart failure, coronary artery disease, cardiovascular pharmacology, and the microcirculation. The course will also introduce students to current therapeutic approaches and active areas of research interest. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5006 Endocrine Physiology and Pathophysiology Cr. Hrs. 3

This course introduces students to endocrine physiology as it applies to the hormonal regulation of various body processes, including metabolism, as well as the consequences of endocrine dysregulation in the context of cancer, reproduction, and metabolic disease. The course will introduce students to current therapeutic approaches and active

areas of research interest. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5008 Neurophysiology and Pathophysiology Cr. Hrs. 3

This course introduces students to essential background and context for understanding neurophysiology and the pathophysiology of various neurological dysfunctions / disease states (examples include: Parkinson's disease, cerebellar dysfunction, spinal cord injury). The course will introduce students to areas of current research interest, and current and potential future therapeutic approaches. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5010 Cell Physiology and Pathophysiology Cr. Hrs. 3

This course introduces students to basic principles of cell physiology including topics such as basic genetic inheritance principles, chromosomes and gene regulation, protein synthesis and sorting, mitochondrial functions and genetics, biochemical and electrical properties of cell membrane functions. Additionally, students will explore and learn the application of current technologies used for the study of cell biology as well as current technologies used to explore the cellular pathophysiology of various diseases. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5012. Laboratory Physiology and Pathophysiology. Cr. Hrs. 12

(Lab required) This course introduces students to laboratory research practices, providing a practical research experience in the biomedical or health-related sciences, under the supervision of an instructor(s). Research projects will be designed, where possible, to include a range of research and educational training, including (but not limited to) an introduction to ethical and/or safe laboratory practices, experimental design, performance of various laboratory protocols and techniques, database and/or data analysis, presentation of findings, and the appropriate use of related programs/software. Literature reviews may also be required. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

Students will normally complete two 10-week research projects during the course, but options for a double (20-week) research project in a single laboratory/unit, as well as a single research project combined with a literature review project (normally ten literature review reports over 10 weeks) are available; however, completion of at least one research project is required.

The minimum time expected on a project (research or literature review) is 60 hours or 6 hours/week for 10 weeks. This increases to 120 hours or 6 hours/week over 20 weeks for a double research project. Instructors will normally meet with students to discuss progress and any required changes to the research plan at once least weekly. Examination (in brief): Students will be evaluated by a variety of methods including attendance, participation in discussions, presentations, review, normally weekly, of the student's laboratory/research journal/note book, and an evaluation of the final research project report and literature reviews, as appropriate.

Timing or scheduling of five of the six new courses proposed will be mapped over and thus identical to that for existing courses that are requirements of the Department's thesis-based M.Sc. program. Specifically, new PHGY 5002 Respiratory Physiology and Pathophysiology, PHGY 5004 Cardiovascular Physiology and Pathophysiology, PHGY 5006 Endocrine Physiology and Pathophysiology, PHGY 5008 Neurophysiology and Pathophysiology, will be offered concurrently (cross-listed) with existing PHGY 7252 Respiratory Physiology & Pathophysiology, PHGY 7254 Cardiovascular Physiology & Pathophysiology, PHGY 7256 Endocrine Physiology & Pathophysiology, and PHGY 7258 Neuro Physiology &

Pathophysiology, respectively. Similarly, the new PHGY 5010 Cell Physiology and Pathophysiology will be offered at the same time as existing IMED 7092 Cell Biology A, for which our Department is responsible, is also available within the schedule as a currently used option in our graduate program. Students completing the above new 5000-level courses would not receive credit for cross-listed existing 7000-level courses if they entered our graduate program. Thus, if this proposal is approved, the Department's Supplemental Regulations would need to be amended and approved by the Faculty of Graduate Studies, to allow for course alternatives for incoming M.Sc. students that have successfully completed the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program. This process and proposed plan has been discussed in advance with the Dean of the Faculty of Graduate Studies.

This course schedule still allows sufficient time to complete requirements for laboratory research, and specifically the proposed minimum time expected on a project (research or literature review) of 60 hours or 6 hours/week for 10 weeks in the Fall and Winter terms in the new PHGY 5012 Laboratory Physiology and Pathophysiology course.

UM INTERNAL REQUIREMENT: please complete the chart below to provide an overview of suggested progression through the program (indicate pre-requisites and related credit hours). Outline options for specializations within this program [minor(s) and/or concentration(s)].

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Fall term start: PHGY 5002 03 Cr.Hrs PHGY 5004 03 Cr.Hrs PHGY 5010 03 Cr.Hrs PHGY 5012 12 Cr.Hrs PHGY 5006 03 Cr.Hrs PHGY 5008 03 Cr.Hrs	N/A	N/A	N/A
<list electives or number of hours of electives> N/A	N/A	N/A	N/A
TOTAL CR. HRS: 27	TOTAL CR. HRS:	TOTAL CR. HRS:	TOTAL CR. HRS:

Supplemental Information

Additional information related to admission and transfer criteria are included in **Appendix 2b and d.**

A summary sheet together with six individual undergraduate course introduction forms and course outlines are included as course details in **Appendix 2c.**

Information related to academic regulations are included in **Appendix 2d.**

A statement of review by the Registrar is provided, and states "no concerns ...for this program with respect to registration, fee assessment, academic evaluation and provision of instructional space" in **Appendix 2e**

Library statements associated with each of the six new course introductions are included in **Appendix 2f**

B-6 Will the program be available for part-time study?

No

B-7 Indicate if this program will have a cooperative education, work placement, internship or practicum component and provide any relevant details:

No

B-8 Intake Information

B-8.1 Projected enrolment for the first intake: 2

B-8.2 Maximum seat capacity (*Defined as first-year enrolment capacity*): 30

The teaching room within the Department of Physiology & Pathophysiology is sufficient to accommodate 30 students in the Post-baccalaureate Diploma program, has audiovisual capability, a white board, and is accessible through two separate doors. It is anticipated that (i) enrolment at the end of five years would be six students and (ii) enrolment might increase after this point, up to a maximum of 30 students, based on capacity in PHGY 5012.

Completion of at least one research project through PHGY 5012 Laboratory Physiology and Pathophysiology is required to complete the program. As such, the number of spaces for enrolment in the program will be set in advance annually by the availability of research projects for PHGY 5012. The Department will provide support for a minimum of four research projects to be offered annually. Each major Division in the Department (Cardiovascular Science & Disease, Endocrinology & Metabolic Disease, Neuroscience & Spinal Cord Injury, and Respiratory Physiology & Disease) have committed to provide research projects on an annual basis.

It is important to emphasize that “four available research projects annually” is a minimum number. The estimated cost of a research project is \$3,000-\$5,000, which is covered in part by a laboratory fee but also in large part by an instructor's ability to secure external, often Federal, Provincial or Foundation, research funding. In each of the last six years (2012-2017), the Department of Physiology & Pathophysiology has secured ~\$4,500,000-\$5,000,000 per year in research funding from Federal (~\$3,000,000 has come from the Canadian Institutes of Health Research and the National Science and Engineering Research Council each year), Provincial (e.g., CancerCare Manitoba, Research Manitoba), Foundation (e.g., Heart & Stroke Foundation, Manitoba Medical Service Foundation, Manitoba Paraplegia Foundation) and other sources (e.g., private sector). Based on their record of securing research funding, each major Division in the Department (Cardiovascular Science & Disease, Endocrinology & Metabolic Disease, Neuroscience & Spinal Cord Injury, and Respiratory Physiology & Disease) have committed to provide projects from available funds on an annual basis. Thus, based on the above sources of support, including fees, research funding and a commitment from each of the four major Divisions, the Department will provide funding for a minimum of four research projects annually in PHGY 5012 and, as a result, offer this course and program annually.

In addition, although not required, PHGY 5012 allows for research projects and instructors to come from outside the Department of Physiology & Pathophysiology; specifically, other departmental or affiliated units of the University of

Manitoba. This would require appropriate unit and course coordinator approvals. (**See also section D-3**). Again, this is not a requirement of the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program as proposed.

B-8.3 Anticipated date of maturity:

As stated, while it is anticipated that enrolment in the program will increase to six students within five years, enrolment might increase after this point up to a maximum of 30 students, based on capacity in PHGY 5012.

UM INTERNAL REQUIREMENT: please indicate the projected enrolment and graduates for the first 5 years of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolments	2	3	4	5	6
Graduates	2	3	4	5	6

C-1 Describe how this new program aligns with the strategic plans of your institution:**Experiential Learning for Undergraduate Students in Health Sciences**

“Increase opportunities for experiential learning.” (*University of Manitoba Strategic Plan (2015-2020)*, p 13.e)

“A strong commitment to research that advances knowledge and understanding in the natural sciences, health sciences, applied sciences, social sciences, the arts and humanities.” (*University of Manitoba Strategic Plan (2015-2020)*, p 14)

“...the health and well-being of the population is critically dependent on basic, clinical, health system and population-based research and on effective integration of the knowledge it generates into health care practice. In this regard, the University of Manitoba is a leader in fostering such integration of knowledge, driven by the principle of collaboration across all faculties and with our partners.” (*Integrative Research in Health and Well-Being, University of Manitoba Strategic Research Plan (2015-2020)*, p 5.)

“To provide internationally competitive research and training programs in physiology and pathophysiology through the highest levels of scholarship of its members.” (*Mission Statement, Department of Physiology & Pathophysiology, Max Rady College of Medicine, University of Manitoba (2017)*)

At present, there is an absence of course material related to medical pathophysiology for many disease processes, its research and clinical interventions in the undergraduate science curriculum, and specifically within three-and four-year life science degrees offered at universities in Manitoba. The proposed new Post-baccalaureate Diploma program is a unique training opportunity which will help to fill this gap for undergraduate students that may have an interest in graduate studies or a career related to health/medical-related science, by introducing medical physiology and pathophysiology knowledge and/or providing practical biomedical research experience to undergraduate students.

Unique and Innovative Learning Opportunity for Undergraduate Students

“Seek to establish new or enhance existing programs....” (*Rady Faculty of Health Sciences Strategic Framework 2016-2021*, p 7)

“To provide internationally competitive research and training programs in physiology and pathophysiology through the highest levels of scholarship of its members.” (*Mission Statement, Department of Physiology & Pathophysiology, Max Rady College of Medicine, University of Manitoba (2017)*)

As indicated above, the program is expected to increase knowledge of the effects of disease and disorders on human physiology as well as medical research and intervention into the undergraduate curriculum. In addition, the experience gained through the one-year Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program, which includes exposure to graduate students, academic staff and available seminars and workshops, is expected to be sufficient to inform future career decisions. This might be in terms of assessing interest or aptitude for further educational or employment opportunities in the medical or health-related field, as well as provide students with an opportunity to increase competitiveness for entry in this regard. This concept of students reaching a point of maturity and or experience and even life circumstance to make a career decision, and the potential value of a one year stand-alone Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program is emphasized.

Interdisciplinary Educational Opportunities Lead to Diverse Career Paths

“It [Rady Faculty of Health Sciences] is dedicated to providing an outstanding educational experience and delivering education and training opportunities that recognize learners’ diverse career paths.” (*Rady Faculty of Health Sciences Strategic Framework 2016-2021 p 7.1*)

“Provide discipline-specific and interdisciplinary opportunities for graduate students to explore diverse career path” (*University of Manitoba Strategic Plan (2015-2020), p 15.*)

It is recognized that students may complete a four-year life science degree with little or no medical physiology and pathophysiology or practical biomedical laboratory experience. They may, however, have an interest in medical science. This one-year stand-alone Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program would provide an opportunity to explore this interest, as perhaps a better option to directly entering a three-six year graduate program, but at the same time provide them with an opportunity to feed their interest, improve their credentials and inform a future decision.

In addition, advances are continually being made in the medical sciences as a result of research and evidence-based studies. Thus, the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program content and experience may align with and benefit individuals later in their career be it as educators, technicians, research assistants/associates, health/research-related inspectors, policy makers and be seen as valuable by future employers. In this context, any alignment with the needs of the private sector can be seen as a strategic benefit. For example, "Emergent BioSolutions is a strong supporter of this unique program.... The proposed program will enhance the knowledge of graduates and contribute to the valuable cross-functional knowledge", and "In regards to employment opportunities for future graduates of this program, I see the potential impact that local companies like Intrinsic Analytics can benefit from." (**Copies of the letters, with quotations, are attached in Appendix 2e**).

Innovative Educational Pathway to a Career in Medical Science and Research

“Innovations in Learning: ...They [students] prioritized flexibility in how they are able to pursue their programs, as well as greater opportunities for experiential education and a stronger connection between their studies and their careers of choice.” (*University of Manitoba Strategic Plan (2015-2020), p 7.*)

“Our mission includes discovery of new biomedical knowledge through rigorous scientific research methods, as well as translation and dissemination of this knowledge, whenever possible, as part of the medical research enterprise aimed at excellent student education and better health for Manitobans, Canadians and all peoples.” (*Mission Statement, Department of Physiology & Pathophysiology, Max Rady College of Medicine, University of Manitoba (2017)*)

The potential for increasing competitiveness for further educational opportunities aligns with programs offered through both the Faculty of Graduate Studies and the Rady Faculty of Health Sciences at the University of Manitoba. The Faculty of Graduate Studies, through the Department of Physiology & Pathophysiology as well as other basic science Departments and other units, offer a number of graduate program options (e.g., thesis-based M.Sc. and Ph.D.). In addition, the Rady Faculty of Health Sciences offers, for example, medical and dental school places for professional degrees (MD and DDS), and dual-registration options are also available in the form of MD/graduate degree programs in the medical/health-related research and delivery area. In terms of entrance, these are highly competitive programs. Training opportunities like the proposed Post-baccalaureate Diploma program provide skills and opportunities that can

enhance competitiveness, and aligns with students graduating with a three-year life science degree from either the University of Manitoba or University of Winnipeg. The Department will support recognition of the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology by the Faculty of Graduate Studies, to allow for subsequent application and entry of students with a three-year science degree into our graduate program. In response to our request on how this might be pursued, the Dean of the Faculty of Graduate Studies, responded “on a case-by-case basis – as we do now for students who seek admission but lack an undergraduate honours degree. I don’t foresee any obstacle to approving graduates from the diploma program as holding the equivalent to an honours degree – especially if the admitting unit is in support.” This will, however, require seeking approval from the Faculty of Graduate Studies to amend our Department’s Supplemental Regulations.

Again, it is important to stress that the Post-baccalaureate Diploma program offers the opportunity for an individual to assess their interest in medical science and aptitude for biomedical ("laboratory") research through a one-year program, and complements existing undergraduate programs where students may feel they have not obtained sufficient information or credentials to seek further educational or career opportunities directly.

C-2 Outline the internal approval process (i.e. committees, governing bodies) for approving this new program of study within your institution and indicate any dates of decision. (*Governing Council, Board of Governors, Board of Regents, Senate, other*)

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost’s Office prior to submission to government.

UM Undergraduate Programs:

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College	June 19 th , 2018 /Feb 27 th , 2018
SCCCC	_____
SPPC	_____
SCADM (<i>if applicable</i>)	_____
SCIE (<i>if applicable</i>)	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

UM Graduate Programs:

<u>Decision-Making Body</u>	<u>Date of Approval</u>
APC (<i>preliminary review</i>)	_____
External Review	_____
APC	_____
FGS Executive	_____
FGS Faculty Council	_____
SPPC	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-3 Responsibility to consult

C-3.1 If this program subject to mandatory review or approval by organizations external to the institution (*such as regulatory bodies, Apprenticeship Manitoba, etc.*), please describe any consultation processes and provide copies of reports or letter from these organizations providing support:

Not applicable

C-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program?

Note: this includes any consultation with internal UM units, academic or otherwise.

The Office of the Provost and Vice-President (Academic) was consulted, and the possibility of pursuing this program was confirmed. The program was discussed and approved by the Department Executive made up of the Heads of the Divisions of Cardiovascular Science & Disease, Endocrinology & Metabolic Disease, Neuroscience & Spinal Cord Injury, and Respiratory Physiology & Disease. Course coordinators for the program were identified and drawn from each Division, and this group together with a (0.5) support staff member now constitute the "development team". In the Rady Faculty of Health Sciences, support to pursue this program was obtained from Dr. Brian Postl, Dean & Vice Provost, Rady Faculty of Health Sciences and Dean, Max Rady College of Medicine, and was pursued following consultation with Dr. Christine Ateah, Vice-Dean, Education, Rady Faculty of Health Sciences.

The Faculty of Agricultural and Food Science, Faculty of Engineering, Faculty of Kinesiology and Recreational Management, and Faculty of Science were informed of this initiative, including requests for a "statement of support" in consideration of potential overlap or conflict of jurisdiction, or in consideration of possible impact on demand **(Responses, i.e., statements of support parts A and B are included in Appendix 2e).**

The Faculty of Agricultural Sciences & Food Sciences responded that "the Department of Food and Nutritional Sciences supports the introduction" of this Post-baccalaureate Diploma program, and had no issues.

The Faculty of Engineering responded that they "do not see any overlap with the Biomedical Specialization that is available to undergraduate engineering students", and that impact on their courses/programs was "none".

The Faculty of Kinesiology & Recreation Management indicated that "[T]here is no curricular overlap or infringement of conflict of jurisdiction..."

The Faculty of Science responded that they have no issues with the program and that it "will provide another avenue for our life science students to further their education."

Comment and/or Letter of Support from the Life Science Private Sector Requests

Four organizations in the private sector related to the life sciences as well as more specifically to medical science were asked to comment on our program and consider providing a letter of support. The objective and a brief description of our program and expected outcomes based on historical data and current trends was provided as background information.

Letters of support were provided by all four, specifically: T. Maconachie, President, Life Science Association of Manitoba, Dr. J.J. Santiago, Chief Scientific Officer & Co-Founder, Intrinsic Analytics Inc., Dr. L. Saward, Senior Vice-President, Emergent BioSolutions, and Dr. A.D. Friesen, President & CEO, Medicure Inc. **(Copies of the four letters of support are included as part of Appendix 2e).**

C-3.3 How have students and faculty been informed of the intent to establish this program?

Letters were sent as e-mail attachments (November 17th, 2017) to representatives of the University of Manitoba Science Student Association (UMSSA) and the University of Winnipeg Biology Students' Association (UWBSA)

to inform students of the proposal and provide an opportunity for feedback. The letter included the objective and a brief description of the nature, content and expected benefit of the proposed Post-baccalaureate Diploma program. **(A copy of the original e-mail request and positive responses from both student associations are included in Appendix 2e, which includes the quotes used in section C-4 and C-5).**

In addition, Faculty (28) and student (52) members of the Department of Physiology & Pathophysiology, were also informed directly (by e-mail) of the intent to establish this program and an opportunity for face-to face discussion was scheduled (November 30th, 2017). The Heads of the Department of Biochemistry & Medical Genetics, Human Anatomy & Cell Science, Immunology, Medical Microbiology & Infectious Diseases, Pharmacology & Therapeutics were also informed directly by e-mail. (December 1, 2017).

C-4 List any similar programs offered in Manitoba: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

Note: this includes any programs currently offered at UM.

There are no Post-baccalaureate Diploma programs offered in medical physiology, medical pathophysiology or offering practical biomedical research experience in Manitoba. This is a one-year stand-alone program for individuals that have not garnered sufficient medical physiology and pathophysiology training and/or practical biomedical (laboratory) research experience during their three (and even four year) life science degree. The major source of students from Manitoba are expected, historically, to come from biological sciences from the University of Manitoba and the University of Winnipeg. There are currently no undergraduate courses offered in a three-year degree or B.Sc. in medical pathophysiology and specifically the disease/disorder, treatment and research areas covered in PHGY 5002 Respiratory Physiology and Pathophysiology, PHGY 5004 Cardiovascular Physiology and Pathophysiology, PHGY 5006 Endocrine Physiology and Pathophysiology and PHGY 5008 Neurophysiology and Pathophysiology; this includes asthma, heart failure, diabetes and spinal cord injury. These areas are of course covered in greater detail within the M.Sc. program offered by the Department of Physiology & Pathophysiology (i.e., different course objectives, overall content and evaluation), and there is also overlap with material offered in the undergraduate medical education curriculum.

This is supported in part by statements from other faculties at the University of Manitoba and student associations. The Faculty of Science at the University of Manitoba commented: This (referring to the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program) will provide another avenue for our life science students to further their education" and that it "will have no impact on(their) programs".

This statement was supported by comments from representatives of undergraduate science students' associations, which also suggested that what is being proposed is not already in place, that is, not duplicated in Manitoba. Rather their comments are suggestive of a perceived need. President (Ryan Churchill) and Vice-President (Laura Chan) of the University of Manitoba Science Students' Association (SSA) when informed of the development of this program wrote back: "Everyone on the SSA council is in support of this program, including myself. In fact, if this program were in place right now, a lot of the councilors on the SSA would have applied this year." The representative (Benoit Morham) from the University of Winnipeg Biological Science Students Association responded: "This sounds like an excellent program...." **(See copies of responses in Appendix 2e).** The Faculty of Engineering also commented that they "do not see any overlap with the Biomedical Specialization that is available to undergraduate engineering students", and that there is no impact on their courses/programs.

C-4.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Manitoba.

None

C-5 List any similar programs offered in Canada: *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

There are none, based on a web search (Baccalaureate - Diploma - Medical Physiology - Pathophysiology - Canada used in combinations). While M.Sc. programs exist, to our knowledge there are no known programs offering a Post-baccalaureate Diploma that introduces students to both medical physiology and pathophysiology, with a specific emphasis on breathing disorders, diabetes and metabolic disease, heart failure and spinal cord injury, as well as provide a practical biomedical research experience in one-year at any medical-doctoral universities in Canada. However, unlike the University of Manitoba, there are universities in Canada that offer undergraduate physiology degree programs alone like, for example, McGill University, University of Alberta and University of Toronto. Others offer combined undergraduate physiology degree programs, for example, Cellular & Physiological Sciences at the University of British Columbia and physiology & pharmacology at the University of Saskatchewan. The Department of Physiology and Biophysics at Dalhousie University, like the University of Manitoba does not have its own undergraduate "physiology" program. While these undergraduate degree programs do introduce students to human and/or mammalian physiology and even cell physiology, as is the option in a biological sciences three or four year B.Sc. degree from the University of Manitoba, there is no emphasis or courses directed to medical pathophysiology, and specifically the disease/disorders indicated above. It is noted, however, that the University of Toronto recently introduced a "new course" in "cellular and molecular basis of endocrine disorders" and a "new course" titled "Translational Physiology Research Project". While this does not duplicate our "program" it does support the idea behind our proposed program's course content, specifically the inclusion of PHGY 5010 Cell Physiology and Pathophysiology, and 5012 Laboratory Physiology and Pathophysiology.

C-5.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Canada.

None

C-6 Describe the current and projected labour market demands in Manitoba for graduates of this Program:

(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)

It is anticipated that the majority of students completing the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program will pursue further educational opportunities. However, the laboratory experience and opportunity to take advantage of training workshops as well as interact and engage with a wide range of personnel/activities involved in the health research enterprise, is also expected to provide or improve on skills valued in the private sector.

In support, as indicated in **section B-3**, for decades until 2004, our Department offered a similar training opportunity to three and four-year science degree students with similar course content specifically, medical physiology, cell biology and research experience in up to three different laboratories. Greater than 75% of the 37 students that completed this opportunity between 1994 and 2004 went on to enter graduate studies and/or medical or dental school. More

specifically, we have been able to track 30 (81%) of the 37 students, and all pursued further educational and employment opportunities. As of November, 2017: 14 entered a graduate studies program, 16 entered medical school (including 4 after completing graduate studies), 2 entered dental school, 1 became a Senior Biologist with Health Canada and 1 became a science teacher at a Glenlawn Collegiate (High School) in Winnipeg.

It is of note that three of the clinicians currently (as of November, 2017) hold appointments at the University of Manitoba (Anesthesia, Radiology, and Surgery). In addition, individuals with graduate degrees can be tracked to entering the Physician Assistant program, or working as research technicians at a University or Hospital, a Senior Biologist for Health Canada (Ottawa), and as a science-equipment sales representative (Ontario).

Although a decade has passed, there continues to be a need for highly trained individuals in the "health/medical" sector, including delivery and teaching, as well as related to research. Data in the two following tables from Statistics Canada, show steady growth in "Professional, scientific and technical services" and "Health care and social assistance" employment by industry categories from 2013-2017¹, as well as a 1.4% and 3.0% increase in these categories in Manitoba in the last year (December 2016-2017)². There is also an increasing emphasis on evidence-based health-related decision making, as well as evidence of students looking for ways to improve their credentials (or competitiveness) through further education and/or experience in the year after successfully completing their undergraduate degree. The class size for medical school has increased, a genetic counselling program has been developed and a physician assistance program is in place and growing. The University of Manitoba also offers a dual-registration MD/graduate degree option, presumably to help meet the need for more clinician scientists^{3,4}.

In addition, the private sector has also indicated an interest in the skill sets we will offer and the potential to employ graduates. T. Maconachie, President, Life Science Association of Manitoba (now Biosciences Association Manitoba; Winnipeg), Dr. J.J. Santiago, Chief Scientific Officer & Co-Founder, Intrinsic Analytics Inc., (Winnipeg), Dr. L. Saward, Senior Vice-President, Emergent Biosolutions, and Dr. A.D. Friesen, President & CEO, Medicure Inc. (Winnipeg). Dr. Friesen writes: "I am pleased to hear about the plan to develop a new one year Medical Physiology and Pathophysiology Baccalaureate Diploma program. I fully support this development and encourage the University to proceed." Dr. Santiago adds "In regards to employment opportunities for future graduates of this program, I see the potential impact that local companies like Intrinsic Analytics can benefit from." Dr. Saward writes: "Emergent BioSolutions is a strong supporter of this unique program.... The proposed program will enhance the knowledge of graduates and contribute to the valuable cross-functional knowledge." (**See letters of support in Appendix 2e**). Again, as noted previously, Dr. Santiago is a graduate of our (Ph.D.) program and is a co-founder of Intrinsic Analytics, Inc, that was developed and runs out of Winnipeg. Thus, there is the potential for a multiplier effect from a single graduate in terms of providing employment for others.

An online review of job postings in Canada, which is intended to be relevant but not necessarily comprehensive (e.g., it does not include high school teachers or physician assistants that were ultimate career choices for students that pursued our previous medical physiology option), reveals variability based on the site used. However, two sets of data are provided including from the "ca.best-jobs-online.com" site and the Government of Canada - Job Postings site for the January 16th, 2018. While there is variability, they are both consistent with future employment opportunities in Manitoba and Canada.

¹ <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/econ40-eng.htm>

² <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labr67h-eng.htm>

³ http://www.healthcarecan.ca/wp-content/themes/camyno/assets/document/STILibrary/2016/EN/Clinician-Scientist-is-Canada-White-paper_English.pdf

⁴ https://www.cfms.org/files/position-papers/2016_supporting%20clinician-scientist%20training%20in%20canada.pdf

Employment by industry

	2013	2014	2015	2016	2017
	thousands				
All industries	17,691.1	17,802.2	17,946.6	18,079.9	18,416.4
Goods-producing sector	3,910.1	3,897.1	3,870.4	3,833.0	3,875.9
Agriculture	314.0	305.1	294.9	289.2	279.5
Forestry, fishing, mining, quarrying, oil and gas ¹	368.1	372.6	354.9	326.8	329.6
Utilities	135.0	136.9	137.0	137.2	132.6
Construction	1,369.8	1,371.5	1,371.2	1,385.0	1,409.3
Manufacturing	1,723.1	1,711.0	1,712.4	1,694.8	1,724.8
Services-producing sector	13,781.0	13,905.1	14,076.2	14,246.9	14,540.5
Wholesale and retail trade	2,710.7	2,729.3	2,732.7	2,745.9	2,809.6
Transportation and warehousing	882.9	896.8	917.2	907.4	943.7
Finance, insurance, real estate, rental and leasing	1,078.8	1,083.8	1,102.9	1,127.0	1,171.3
Professional, scientific and technical services	1,310.9	1,333.3	1,365.8	1,393.7	1,448.8
Business, building and other support services ²	740.9	734.8	760.6	766.4	756.6
Educational services	1,226.5	1,236.9	1,274.1	1,270.0	1,285.0
Health care and social assistance	2,189.9	2,219.7	2,292.3	2,339.3	2,383.2
Information, culture and recreation	756.7	757.2	750.6	782.4	789.3
Accommodation and food services	1,169.6	1,207.5	1,210.6	1,212.7	1,210.8
Other services (except public administration)	795.3	795.1	761.8	774.9	781.3
Public administration	918.9	910.7	907.4	927.3	961.0

1. Also referred to as Natural resources.

2. Formerly Management of companies, administrative and other support services.

Source: Statistics Canada, CANSIM, table 282-0008.

Last modified: 2018-01-05.

Employment by major industry group, seasonally adjusted, by province (monthly) (Manitoba)

	December 2016	November 2017	December 2017	November 2017 to December 2017	December 2016 to December 2017
	employment (thousands)			% change	
Manitoba - All industries	633.0	645.4	646.1	0.1	2.1
Goods-producing sector	149.2	147.8	148.9	0.7	-0.2
Agriculture	23.3	24.7	25.6	3.6	9.9
Forestry, fishing, mining, quarrying, oil and gas ¹	6.5	6.5	6.2	-4.6	-4.6
Utilities	9.9	8.2	8.2	0.0	-17.2
Construction	45.5	46.3	46.5	0.4	2.2
Manufacturing	64.0	62.2	62.5	0.5	-2.3
Services-producing sector	483.8	497.6	497.1	-0.1	2.7
Wholesale and retail trade	87.1	91.0	91.2	0.2	4.7
Transportation and warehousing	35.6	36.4	35.7	-1.9	0.3
Finance, insurance, real estate, rental and leasing	36.0	37.3	36.8	-1.3	2.2
Professional, scientific and technical services	28.5	28.8	28.9	0.3	1.4
Business, building and other support services ²	19.1	20.6	20.5	-0.5	7.3
Educational services	49.7	51.8	51.2	-1.2	3.0
Health care and social assistance	101.9	103.6	105.0	1.4	3.0
Information, culture and recreation	24.7	23.7	23.0	-3.0	-6.9
Accommodation and food services	39.9	44.1	44.7	1.4	12.0
Other services (except public administration)	27.8	28.8	29.3	1.7	5.4
Public administration	33.5	31.4	30.8	-1.9	-8.1

1. Also referred to as Natural resources.

2. Formerly Management of companies, administrative and other support services.

Source: Statistics Canada, CANSIM table 282-0088.

Last modified: 2018-01-05.

A scan of available jobs related to health/medical, scientific/research, technical/sales-related services, are consistent with the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program providing or improving one or more skills valued in the private sector. This is supported by statements from our life science private sector leaders in Manitoba. These skills include: experience with a specific research technique/methodology, ability to take direction and work in a responsible manner towards a deadline, careful and reproducible application of approaches, detailed recording and documentation (including use of word processing, spreadsheet, and/or statistics-related software), ability to analyze Information, knowledge of ethical (laboratory) practice, working in a professional and collegial manner towards a safe and effective environment, ability to communicate effectively (including, but not only, use of presentation software), and complete a project. Ideally, the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program will provide the opportunity to gain experience in all of these, and potentially others.

Please note, successful completion of the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology is not expected to meet all the requirements for all health/medical-related job opportunities, and thus we do not guarantee subsequent employment, particularly as it will not provide work experience (beyond potentially two terms in a laboratory research setting) and/or further education in the form of a graduate (Ph.D.) degree might be required. We are confident, however, that successful completion of the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology will provide the opportunity to obtain or improve skills that are valued in terms of seeking further graduate education, and in the private sector (as reflected in a typical list of “Qualifications” accompanying a health/medical-related research-related job posting).

Search	Jobs (#)	Jobs Posted in Last 3 Days (#)	Jobs in Manitoba (#)	Web Address
Hosp. Med. Lab. Tech.	52	11	0	⁵
Pharmaceutl. Sales Rep.	911	96	16	⁶
Med. Quality Control	1356	485	17	⁷
Med. Research Assoc.	1086	580	16	⁸

Search	Jobs (#)	Jobs in Manitoba (#)	Web Address
Hospital Tech. / Health Service Support	1482	23	⁹
Medical Research Technician	455	18	⁹
Pharmaceutical Sales Rep.	4	0	⁹
Medical Quality Control	307	5	⁹
Medical Research Assoc.	2110	39	⁹

In addition, and sometimes overlooked outside of education, is specific knowledge, garnered through the physiology and pathophysiology course work. For example, AstraZeneca recently advertised for more than one “Medical Sales Representative”, which included in the “Qualifications” that in addition to possessing an undergraduate degree, “Knowledge of Diabetes is an asset” (Job reference: R-021514, Posted date: Jan. 28, 2018) or “Knowledge of Respiratory is an asset” (Job reference: R-020469, Posted date: Jan. 22, 2018). While obviously this is not the only requirement of these positions, successful completion of our Post-baccalaureate Diploma program in Medical Physiology and Pathophysiology is expected to satisfy a request such as this.

⁵ <http://ca.best-jobs-online.com/search.php?keyword=Hospital%20Medical%20Laboratory%20Technician&location=&f=&t=1&r=25>

⁶ <http://ca.best-jobs-online.com/search.php?keyword=Pharmaceutical%20sales%20representative&location=&f=&t=&a=3&r=25>

⁷ <http://ca.best-jobs-online.com/search.php?keyword=Medical%20quality%20and%20control&location=&f=&t=&r=25>

⁸ <http://ca.best-jobs-online.com/search.php?keyword=Medical%20Research%20Associate&location=&f=&t=&r=25>

⁹ <https://www.jobbank.gc.ca/home-eng.do?lang=eng>

Importantly, and as already suggested, through this one-year stand-alone Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program, individuals can inform their interest in pursuing a career in medical science and aptitude for biomedical research, data analysis and reporting.

In summary, while our historical data suggest that the vast majority of those completing the Post-baccalaureate Diploma program successfully will continue their education (e.g., graduate, medical and/or dental school), the results from Statistics Canada suggest that some of the relevant employment areas are growing, and that while the list of potential career opportunities is not comprehensive, data from job posting sites and our own life/medical-sciences private sector suggest employment opportunities currently exist and will continue to be available for those with an interest in and aptitude for medical sciences and/or research, which includes knowledge and skills obtained through our proposed program, in Manitoba and Canada.

C-7 If copies of any internal or peer evaluations with respect to this new program of study are being provided with this proposal, please indicated how any issues identified by these evaluations have been addressed and attach any relevant documents as available:

Not applicable

D-1 If one-time or pilot funding are being requested to support this new program of study, please identify the amount of funding being requested:

Not applicable (\$0.0)

D-2 If ongoing funding being requested to support this new program of study, please identify the amount of funding being requested:

No new ongoing funding is being requested.

D-3 If new funding is not being requested, how will the program be funded?

Management and support of the program including the courses PHGY 5002, PHGY 5004, PHGY 5006, PHGY 5008, PHGY 5010 and PHGY 5012, fall within the normal workload of the academic and current support staff. Existing faculty members (28 FTE) and staff (3 FTE) salaries, as well as support for laboratory and office space in the Department of Physiology & Pathophysiology is made available through the allocated Department operation budget, an endowment and external research funding. **However, one of the staff members (combined 0.5 FTE research technician and 0.5 FTE administrative assistant) will provide support for the proposed Post-baccalaureate Diploma program**, as reflected in the Program Proposal Financial (PPF) Form (see **Appendix 2a**). The incumbent is currently jointly supported by external research-related funding and an endowment, and is tasked with assisting in the development of the Post-baccalaureate Diploma program and its ongoing support. Tasks include but not only: program promotion, staff/faculty/student communication, student and research project-instructor recruitment, program/course scheduling, survey/monitoring, collating and reporting information, printing and distributing notes.

The total program cost, including direct and indirect costs, for the first year is \$220,541 for teaching, administration (promotion, program and course support) and technical support for teaching, including preparation and examination, based on available 2017/2018 data. Subsequent annual costs/requests are provided in the PPF Form (**Appendix 2a**). Note, the anticipated increase in student numbers after year 1 will not affect the academic salary costs related to the relatively "didactic" PHGY 5002 (3 credit hours), PHGY 5004 (3 credit hours), PHGY 5006 (3 credit hours), PHGY 5008 (3 credit hours), and PHGY 5010 (3 credit hours) courses. Here FTE and costs have been based on a 9 credit hour teaching load per FTE per year. The costs associated with these courses have also been calculated based on being cross-listed with graduate level courses.

This is not the case, however, for PHGY 5012 (12 credit hours). As a laboratory-based project course with normally two projects and where each project is different, and likely involving a different instructor and location, related costs have been treated as an additional 0.2 FTE for each student added after year 1 (**Appendix 2a**).

It is anticipated that funding through proposed student tuition and laboratory fees, together with existing funds provided through the Faculty, will provide ongoing support for faculty members and support staff, to manage and support the program. Thus, it is requested that this position will be resourced, at least in part, from funds acquired through the Post-baccalaureate Diploma program tuition and student laboratory fees applied. Based on the annual expected enrollment in the first five years, our intention would be to reallocate funds from the Department budget to fund 0.5 of this staff FTE position until this point is reached.

As indicated in section B-8, in terms of the course, PHGY 5012 Laboratory Physiology and Pathophysiology, each student in the program is required to complete at least one research project. The student projects of \$3,000-\$5000 per student project (minimum \$3,000) are supported in part by the laboratory fee but also in large part by an instructor's ability to secure external, often Federal, Provincial or Foundation, research funding. In each of the last six years (2012-2017), the Department of Physiology & Pathophysiology has secured ~\$4,500,000-\$5,000,000 per year in research funding from Federal (~\$3,000,000 has come from the Canadian Institutes of Health Research and the National Science and Engineering Research Council each year), Provincial (e.g., CancerCare Manitoba, Research Manitoba), Foundation (e.g., Heart & Stroke Foundation, Manitoba Medical Service Foundation, Manitoba Paraplegia Foundation) and other sources (e.g., private sector). Each major Division in the Department (Cardiovascular Science & Disease, Endocrinology & Metabolic Disease, Neuroscience & Spinal Cord Injury, and Respiratory Physiology & Disease) have committed to provide projects on an annual basis. Thus, based on the record of external support and this commitment, we are confident that we will be able to fund and offer this course (and thus program) annually.

D-4 List any external sources of funding that will be used to support the implementation or delivery of this new program of study: *(Provide such information as agreements for funding from industry or external grants and indicate the anticipated length of time for each agreement.)*

As indicated above, any external source of research funding, Federal (e.g., Tri-Agency), Provincial (e.g., Research Manitoba), Foundation (e.g., Heart & Stroke Foundation) or other as well as internal sources (e.g., start-up funding) that is used to support a research enterprise within the Department or an affiliated institution of the University of Manitoba, could be used to support a research project (minimum \$3,000) offered in the PHGY 5012 Laboratory Physiology and Pathophysiology course, and by extension the program. This revenue is accounted for under "Other Revenue" on the PPF form (**Appendix 2a**).

D-5 What are the resource implications to the institution (budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc) in delivering this new program of study?

There is no change to, or requirement for, additional space. No additional or incidental costs or supplies are anticipated, beyond those captured through the tuition and laboratory fees applied. Library statements have been obtained for all six new course introductions, and no resource implications are noted (**See copies of Library Statements in Appendix 2f**).

D-6 Please describe new and existing staffing resources needed to provide this new program of study. *Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.*

Delivery of the program falls within the normal workload of the existing academic and support staff. No new hiring is required. Currently the existing support staff member is funded 0.5 by external research-related funding and 0.5 through an endowment that is ending by 2020. We would reallocate funding from the Department budget and utilize funds acquired through the Post-baccalaureate Diploma program tuition to replace the endowment funding and continue the existing support position.

In addition, while not a requirement, the design of the program and specifically the PHGY 5012 Laboratory Physiology and Pathophysiology course, is such that instructors from outside the Department of Physiology & Pathophysiology can propose to offer a research project(s) if they are from an affiliated unit of the University of Manitoba. This would require appropriate approvals from the "external" instructor's unit leader as well as the course coordinator, but does provide a potential to maintain and even increase supported places in the program for students. A possible benefit to the "affiliated unit" is the increased exposure and thus potential to recruit the student if they are interested in pursuing graduate studies and meet entrance requirements.

D-7 Provide a program implementation plan for the new program of study by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires, distribution of existing faculty and support staff) from launch to maturity:

Year 1: The program is ready to implement once fully approved. All faculty and support staff, teaching materials, as well as teaching/study and research spaces are prepared or in place.

Year 2: The program will be fully operational in terms of content and presentation as of year 1. Thus, no additional elements to phase in are anticipated.

Year 3 The program will be fully operational in terms of content and presentation as of year 1. Thus, no additional elements to phase in are anticipated.

Year 4 The program will be fully operational in terms of content and presentation as of year 1. Thus, no additional elements to phase in are anticipated.

D-8 Please describe the effect of this new program on existing capital infrastructure and equipment:

No significant negative effects (beyond normal wear and tear that cannot be met by funds captured through the tuition and laboratory fees applied) are anticipated. Research related activities, e.g., use of equipment, or special research-related spaces, e.g., tissue culture and "cold" rooms, will be demonstrated and/or done under supervision or after appropriate training to ensure correct usage and reduce the possibility of accidental breakage/loss of operation.

D-9 If capital funding is being requested to support additional specialized program materials such as infrastructure or equipment required to provide this new program of study, please provide a detailed description of the use of this capital:

Not applicable

SECTION E– TUITION

E-1 What are the proposed tuition fees?

Tuition Fee = Tuition Rate for Courses in Medicine x Number of Required Credit Hours

Tuition Fee = \$178 per credit hour x 27 credit hours for 2019-20 (based on \$157.15 x 27 for 2017-18)*

Tuition Fee = **\$4,806 per student for 2019-20*** (based on \$4,243.05 for 2017-18)

Thus, for the two students anticipated in the first year, tuition is expected to be \$9,612 (see **Appendix 2a**)

*Note, annual increases to tuition rates are subject to approval by the Board of Governors and limited by any constraints outlined in provincial legislation.

E-2 Please provide a rationale for the tuition fee proposed. *(For example, are these tuition fees comparable to tuition for existing programs within the academic unit or to tuition for similar programs offered at other institutions?)*

The current tuition rate for courses in medicine for 2016-17 is \$157.15 per credit hour (see note 5 under Undergraduate Tuition Program Rates at http://umanitoba.ca/student/records/fees/Undergraduate_Tuition.html). Rates are subject to review and change, and may be different at time of implementation*. The amount of \$178 per credit hour for 2019-20 reflects the projected rate based on the current rate of \$157.15 using the Program Proposed Financial Form (formerly ALD)/SPPC Financial Support Form spreadsheet). (See **Appendix 2a**).

*Note, annual increases to tuition rates are subject to approval by the Board of Governors and limited by any constraints outlined in provincial legislation.

E-3 Please describe any additional fees that would apply to a student in this program?

UM INTERNAL REQUIREMENTS: Please note any new course-fees proposed in support of this program. Please provide a rationale for any new fees. Are these fees comparable to fees for existing programs within the academic unit or for similar programs offered at other institutions?

Laboratory Fee = \$121 per student for PHGY 5012 Laboratory Physiology and Pathophysiology (12 credit hours) *based on \$106.53 for 2017-18

Thus: Total Program Fee per student = Tuition Fee + Laboratory Fee

Total Program Fee per student = \$4,806 + \$121 (based on \$4,243.05* + \$106.53 for 2017-18)

Total Program Fee per student = **\$4,927** per student (based on \$4,349.58 for 2017-18)

As a result, for the two students anticipated in the first year, total program fee and other student fees** is expected to total \$10,460 (see **Appendix 2a**).

*Note, annual increases to tuition rates are subject to approval by the Board of Governors and limited by any constraints outlined in provincial legislation.

**Note, students will also pay any standard compulsory and incidental fees assessed on all students; additional “Other Compulsory Student Fees” of \$303 per student expected.

PHGY 5012 is a required course and at least one biomedical research (laboratory) project is, in turn, a requirement of course. The standard laboratory fee is applied to offset costs associated with offering the practical "laboratory" experience. The University has a standard laboratory fee rate for courses based on credit hours, and this information can be found at (<http://umanitoba.ca/student/records/fees/986.html#lf>). PHGY 5012 is a 12 credit hour course and thus falls in the category of "greater than 9 credit hours". As above (*), rates are subject to review and change, and may be different at time of implementation.

E-4 Please describe any specific supports to encourage affordability and accessibility to the program:

No scholarships or bursaries are currently available to assist with affordability. As there is a "Lab required" (PHGY 5012) in the program, efforts will be made to maintain accessibility by providing a modified or alternative research project if possible and/or reasonable to do so.

SECTION F – SIGNATURES

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments (*double-click to engage check box*):

☐

Cover letter

☐

Program of Study Financial Form

☐

Any supporting documentation (*reviews, letters of support, etc.*)

If you have any questions or require further information, please contact:

Post-Secondary Education and Labour Market Outcomes

Manitoba Education and Training

400-800 Portage Avenue Winnipeg MB R3C 0C4

(204) 945-1833

PSE-LMO@gov.mb.ca

APPENDIX 2a

ADVANCED LEARNING DIVISION / PROGRAM PROPOSAL FINANCIAL FORM

ADVANCED LEARNING DIVISION
Program Proposal Financial Form

Form Instructions:

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
2. When proposing a new program expansion *Current Fiscal* should be entered in the first column.
3. If a program reaches maturity prior to *Fiscal Year 4*, remaining fiscal year columns must still be completed so that *Ongoing Program Funding* can be calculated.
4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.
5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.
6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.

Overview										
Institution:	University of Manitoba									
Program Name:	Post Baccalaureate Diploma in Medical Physiology and Pathophysiology									
Contact Information:	Amanda Kinnell, Senior Financial Officer, Max Rady College of Medicine									
Date:	08-Feb-18									

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
REVENUE INFORMATION										
Contribution from Institution		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition		\$ 9,612	\$ 9,612	\$ 15,355	\$ 5,743	\$ 21,804	\$ 6,449	\$ 29,027	\$ 7,223	\$ 29,027
Student Fees		\$ 848	\$ 848	\$ 1,355	\$ 507	\$ 1,924	\$ 569	\$ 2,562	\$ 637	\$ 2,562
Other		\$ 12,000	\$ 12,000	\$ 18,000	\$ 6,000	\$ 24,000	\$ 6,000	\$ 30,000	\$ 6,000	\$ 30,000
Contribution from Unit (Existing Resources)		\$ 198,080	\$ 198,080	\$ 231,680	\$ 33,600	\$ 262,785	\$ 31,105	\$ 293,448	\$ 30,663	\$ 293,448
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Revenue (A)	\$ -	\$ 220,541	\$ 220,541	\$ 266,390	\$ 45,850	\$ 310,514	\$ 44,124	\$ 355,037	\$ 44,523	\$ 355,037

Institution:	University of Manitoba
Program Name:	Post Baccalaureate Diploma in Medical Physiology and Pathophysiology
Contact Information:	Amanda Kinnell, Senior Financial Officer, Max Rady College of Medicine
Date:	08-Feb-18

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
EXPENDITURE INFORMATON										
New Academic Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries - Direct		\$ 165,000	\$ 165,000	\$ 201,825	\$ 36,825	\$ 236,679	\$ 34,854	\$ 271,665	\$ 34,987	\$ 271,665
New Professional/Support Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Professional/Support Salaries - Direct		\$ 40,873	\$ 40,873	\$ 42,304	\$ 1,431	\$ 43,784	\$ 1,481	\$ 45,317	\$ 1,532	\$ 45,317
Operating Expenses		\$ 12,000	\$ 12,000	\$ 18,000	\$ 6,000	\$ 24,000	\$ 6,000	\$ 30,000	\$ 6,000	\$ 30,000
Student Support		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Salary Expenses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Overhead		\$ 2,667	\$ 2,667	\$ 4,261	\$ 1,594	\$ 6,051	\$ 1,790	\$ 8,055	\$ 2,004	\$ 8,055
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Expenditures (B)	\$ -	\$ 220,541	\$ 220,541	\$ 266,390	\$ 45,849	\$ 310,514	\$ 44,124	\$ 355,037	\$ 44,524	\$ 355,037

Institution:	University of Manitoba									
Program Name:	Post Baccalaureate Diploma in Medical Physiology and Pathophysiology									
Contact Information:	Amanda Kinnell, Senior Financial Officer, Max Rady College of Medicine									
Date:	08-Feb-18									
	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
CAPITAL INFORMATON										
Major Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Vehicles		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Renovations		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Capital (C)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue less Expenditures and Capital (A-(B+C))	\$ -	\$ (0)	\$ (0)	\$ 0	\$ 0	\$ (0)	\$ (0)	\$ (0)	\$ (0)	\$ (0)
Funding Request		\$ -		\$ -		\$ -		\$ -		

SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)

New Program Approval - Financial Form

FACULTY / SCHOOL

Health Sciences

PROGRAM

Post Baccalaureate Diploma in Medical Physiology and Pathophysiology

	19/20	20/21	21/22	22/23	23/24
1. STAFFING REQUIREMENTS (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
New Academic Positions (FTE) (Appendix A)	-	-	-	-	-
New Professional and Support Positions (FTE) (Appendix A)	-	-	-	-	-
New Indirect Staff (FTE) (Appendix A)	-	-	-	-	-
Subtotal Staffing Requirements (FTE)	-	-	-	-	-

2. PROGRAM COSTS

Direct Program Costs

New Academic Salaries (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries (incl bpl) (Appendix A)	165,000	201,825	236,679	271,665	306,790
New Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Existing Professional/Support Salaries (incl bpl) (Appendix A)	40,873	42,304	43,784	45,317	46,903
Operating Expenses (Appendix B)	12,000	18,000	24,000	30,000	36,000
Student (Graduate/Undergraduate) Support (Appendix C)	-	-	-	-	-
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
Subtotal Direct Program Costs	\$ 217,873	\$ 262,129	\$ 304,463	\$ 346,982	\$ 389,693

0.5 FTE position funded from reallocation of funds within the department

Represents lab costs only.

Indirect Program Costs

New Indirect Salary Expenses (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	-	-	-	-	-
Tax on Grant and Tuition Revenue	1,706	2,726	3,870	5,152	6,585
Administrative Overhead	961	1,536	2,180	2,903	3,710
Subtotal Indirect Program Costs	\$ 2,667	\$ 4,261	\$ 6,051	\$ 8,055	\$ 10,294

Total Program Costs (Direct & Indirect)	\$ 220,541	\$ 266,390	\$ 310,514	\$ 355,037	\$ 399,987
---	------------	------------	------------	------------	------------

3. ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrolment (headcount)	2	3	4	5	6
Expected Enrolment (credit hours)	54	81	108	135	162

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL					
Operating Grant Revenue (see note)	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	9,612	15,355	21,804	29,027	37,097
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	242	387	549	731	934
• Other Compulsory Student Fees	606	969	1,375	1,831	2,340
Other revenue - Research project funding from External funding	12,000	18,000	24,000	30,000	36,000
Total Program Revenue	\$ 22,460	\$ 34,710	\$ 47,729	\$ 61,589	\$ 76,370

Expected to be Negligible

Other student fees (see App E - Tuition)


Research project funding from External funding

5. EXISTING RESOURCES					
From Operations:					
Academic Salaries (Appendix A)	\$ 165,000	\$ 201,825	\$ 236,679	\$ 271,665	\$ 306,790
Professional and Support Salaries (Appendix A)	40,873	42,304	43,784	45,317	46,903
Indirect Salaries (Appendix A)	-	-	-	-	-
Current/prior years surplus (carryover)					
From Other Sources:	(7,793)	(12,449)	(17,678)	(23,534)	(30,076)
Subtotal Existing Resources	\$ 198,080	\$ 231,680	\$ 262,785	\$ 293,448	\$ 323,617

Reallocated existing resource

Adjustment to reflect shared resources within College of Medicine

6. Program shortfall (surplus) (Program Costs - Program Revenue - Existing Resources)	\$ 0	\$ (0)	\$ 0	\$ 0	\$ (0)
Internal Funds Requested through Strategic Allocation					
Funds Requested of the Provincial Government					
Balance (should be zero)	\$ 0	\$ (0)	\$ 0	\$ 0	\$ (0)



Amanda Kinnell

02/15/2018

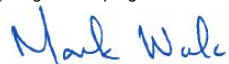
Submitted by Faculty/School Budget Officer (signature)

Date

Reviewed by Graduate Studies Business Manager

(For graduate program submissions only)

Date



Mark Walc

02/15/2018

Reviewed by University Budget Officer (signature)

Date

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

NEW	2019-20		2020-21		2021-22		2022-23		2023-24	
	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Academic										
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	-	-	-	-	-	-
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal New Academic Salaries	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy	-	-	-	-	-	-	-	-	-	-
Total New Academic Salaries (including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Professional and Support Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy	-	-	-	-	-	-	-	-	-	-
Total New Professional and Support Staff (incl. BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Indirect Staff (Within your faculty/school)										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy	-	-	-	-	-	-	-	-	-	-
Total New Indirect Staff (including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Total New Staff	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

EXISTING (Within your faculty/school)	Year 1		Year 2		Year 3		Year 4		Year 5	
Academic	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	0.70	87,500	0.70	90,563	0.70	93,732	0.70	97,013	0.70	100,408
Assoc/Asst Professor or Senior Instructor	0.40	50,000	0.60	77,625	0.80	103,500	1.00	129,375	1.20	155,250
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Academic Salaries	1.10	137,500	1.30	168,188	1.50	197,232	1.70	226,388	1.90	255,658
Benefits and Pay Levy		27,500		33,638		39,446		45,278		51,132
Total Existing Academic Salaries (including BPL)	1.10	\$ 165,000	1.30	\$ 201,825	1.50	\$ 236,679	1.70	\$ 271,665	1.90	\$ 306,790
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	0.50	34,061	0.50	35,253	0.50	36,487	0.50	37,764	0.50	39,086
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Professional and Support Staff	0.50	34,061	0.50	35,253	0.50	36,487	0.50	37,764	0.50	39,086
Benefits and Pay Levy		6,812		7,051		7,297		7,553		7,817
Total Existing Professional and Support Staff (incl. BPL)	0.50	\$ 40,873	0.50	\$ 42,304	0.50	\$ 43,784	0.50	\$ 45,317	0.50	\$ 46,903
Indirect Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total Existing Indirect Staff (including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Total Existing Staff	1.60	\$ 205,873	1.80	\$ 244,129	2.00	\$ 280,463	2.20	\$ 316,982	2.40	\$ 353,693
GRAND TOTAL	1.60	\$ 205,873	1.80	\$ 244,129	2.00	\$ 280,463	2.20	\$ 316,982	2.40	\$ 353,693

utilizing department average academic salary of \$125,000 per year
Didactic courses 15 credit hours total - FTE & Costs based on 9 credit hour teaching load per FTE per academic year
Because didactic are being cross taught with graduate courses, treating as 4 x 1.5 credit hours and 1 x 0.5 credit hours

Lab course being treated as 0.2 FTE per student

Appendix B - Operating Expenses

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

	19/20	20/21	21/22	22/23	23/24
<u>Direct Expenses</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
700BGT Travel - Budget (includes visiting speakers, orientation, research day)	\$ -	\$ -	\$ -	\$ -	\$ -
701BGT Hospitality - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
704BGT Printing and Duplicating - Budget					
706BGT Consumable Materials/Supplies Budget (includes computers)	\$ 12,000	\$ 18,000	\$ 24,000	\$ 30,000	\$ 36,000
708BGT Telecommunications - Budget					
710BGT Other Expenses (Nonconsumable) Budget					
713BGT Insurance - Budget	\$ -				
716BGT Externally Contracted Serv - Budget					
718BGT Professional Fees - Budget	\$ -				
740BGT Repairs and Maintenance - Budget					
Subtotal Direct Operating	\$ 12,000	\$ 18,000	\$ 24,000	\$ 30,000	\$ 36,000

Lab costs of \$6000 per student per year, thru research funding

Appendix C - Student Support

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

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
7700	Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -
7710	Bursaries	\$ -	\$ -	\$ -	\$ -	\$ -
7720	Awards					
Subtotal Operating		\$ -	\$ -	\$ -	\$ -	\$ -

Appendix D - Capital Costs

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Capital Item	Year 1			Year 2			Year 3			Year 4			Year 5		
	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total
Major Equipment	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Vehicles	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Renovations	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Furniture	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Other (<i>list</i>)			-			-			-			-			-
...															
Subtotal Operating		<u>\$ -</u>			<u>\$ -</u>			<u>\$ -</u>			<u>\$ -</u>			<u>\$ -</u>	

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

	19/20	20/21	21/22	22/23	23/24
1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	2	3	4	5	6
Graduate					
Graduate (continuing only)					
Credit Hours					
Undergraduate	54	81	108	135	162
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	\$ 178	\$ 190	\$ 202	\$ 215	\$ 229
Undergraduate	9,612	15,355	21,804	29,027	37,097
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	\$ -	\$ -	\$ -	\$ -	\$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
Total Tuition Fees	\$ 9,612	\$ 15,355	\$ 21,804	\$ 29,027	\$ 37,097
• Continuing Fee - (enter annual continuing fee in yr 2)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees - Lab Fees	\$ 121	\$ 129	\$ 137	\$ 146	\$ 156
Lab Fees - (enter amount in applicable years)	242	387	549	731	934
• Program/Course Specific Fees -Other Student Fees	303	323	344	366	390
Other Student Fees	606	969	1,375	1,831	2,340
..... (add as required)...					
..... (add as required)...					
Total Program/Course Specific Fees	\$ 848	\$ 1,355	\$ 1,924	\$ 2,562	\$ 3,274

TOTAL TUITION AND FEES GENERATED BY THE PROGRAM	\$ 10,460	\$ 16,710	\$ 23,729	\$ 31,589	\$ 40,370
--	------------------	------------------	------------------	------------------	------------------

3. TUITION REVENUE ALLOCATED TO THE FACULTY					
• Credit Hour Based - Undergraduate (enter amount)	9,612	15,355	21,804	29,027	37,097
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	848	1,355	1,924	2,562	3,274
• Other Compulsory Student Fees (enter amount)					
TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY	\$ 10,460	\$ 16,710	\$ 23,729	\$ 31,589	\$ 40,370

\$157 per credit hour in 17/18

\$106.53 per lab 17/18 Assuming \$121 for 19/20

\$284.65 per FTE 18/19 Assuming \$303.15 for 19/20

APPENDIX 2b

ADMISSION AND/OR TRANSFER CRITERIA

Admission Requirements:

For admission, all applicants to the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program must have attained a minimum GPA of 3.5 or higher based on the last 60 credit hours of university degree level courses.

Applicants must have a three or four-year bachelor's degree completed from a university recognized by the University of Manitoba.

Applicants must have completed either:

- 6 credit hours in biology, microbiology, botany, ecology, genetics, and/or zoology; 3 credit hours in chemistry and 3 credit hours in physics

or

- 6 credit hours in animal or human physiology

Applicants who meet the minimum requirements for admission to the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program at the University of Manitoba are not guaranteed admission.

Required documents:

Applicants must submit all documentation required for application in English to undergraduate admissions at the University of Manitoba. Final official transcripts from any university or college attended other than the University of Manitoba are required. Copies or photocopies are not acceptable. Transcripts become the property of the University of Manitoba and will not be returned.

English language proficiency requirements:

All applicants whose primary language is not English and 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 - International web site (<http://umanitoba.ca/student/admissions/international/englishindex.html>).

Application deadlines:

April 1st for Post-baccalaureate Diploma program entry beginning Fall (September); year of first entry 2020.

Selection process:

The minimum 27 credit hour course-based program is offered annually starting in September. There is no minimum requirement for the number of students registered. However, the number of students admitted will be dependent on the number of available research projects and associated

instructors in the Fall and Winter terms for PHGY 5012 Laboratory Physiology and Pathophysiology, and whether an accommodation, if requested and required by a student, can be reasonably met in a given laboratory setting. As such, the program coordinator will normally liaise with the Admissions Office with regard to the number of research projects and specifically the resulting student spaces available in the Post-baccalaureate Diploma program.

Research projects and instructors for PHGY 5012 may come from outside the Department of Physiology & Pathophysiology; specifically, other departmental or affiliated units of the University of Manitoba. This would require appropriate unit and course coordinator approvals.

In the event that applicants outnumber available positions for entry into the program, decision for entry will be made based on highest GPA on the last 60 credit hours of university degree level courses, by increasing the number of significant figures used in the calculation. Where a tie still exists, the application that was received first will be used to break the tie. All completed applications are time stamped upon submission; in the case of a paper application, these applications will be time stamped after they have been entered into the system by a University of Manitoba Admissions Office staff member.

Notification of decision:

Applicants will be notified by e-mail, asking them to log into their application portal to view the decision. Students that are offered admission will be required to confirm their acceptance. If the applicant does not accept the offer by the deadline date indicated in the letter, their offer will lapse and the applicant will need to contact the Admissions Office to discuss the possibility of an extension. It is the applicant's responsibility to ensure that their e-mail account is active, and will accept messages from the University of Manitoba, and is checked in their absence. Acceptance to the Post-baccalaureate Diploma program is valid only for the term for which it is issued. If the applicant does not register for courses in this term and subsequently wishes to register for courses in a later term, they must reapply and be readmitted.

Course transfer criteria:

Students are expected to complete all courses required with registration in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program. As such transfers will not be considered.

APPENDIX 2c

COURSE DETAILS¹

Course Introductions:

- Summary
- PHGY 4002 Introduction to Respiratory Physiology and Pathophysiology, 3 Cr. Hrs.
 - Undergraduate Course Introduction Form
 - Course Outline
 - Library Statement
- PHGY 4004 Introduction to Cardiovascular Physiology and Pathophysiology, 3 Cr. Hrs.
 - Undergraduate Course Introduction Form
 - Course Outline
 - Library Statement
- PHGY 4006 Introduction to Endocrine Physiology and Pathophysiology, 3 Cr. Hrs.
 - Undergraduate Course Introduction Form
 - Course Outline
 - Library Statement
- PHGY 4008 Introduction to Neurophysiology and Pathophysiology, 3 Cr. Hrs.
 - Undergraduate Course Introduction Form
 - Course Outline
 - Library Statement
- PHGY 4010 Introduction to Cell Physiology and Pathophysiology, 3 Cr. Hrs.
 - Undergraduate Course Introduction Form
 - Course Outline
 - Library Statement
- PHGY 4012 Laboratory Physiology & Pathophysiology, 12 Cr. Hrs.
 - Undergraduate Course Introduction Form
 - Course Outline
 - Library Statement

¹ This Appendix was excluded from the revised program submission following consultation with Ms. Shannon Coyston, Associate University Secretary (Senate). Note, the 4000 level courses were all reassigned as 5000 levels courses in the revised program proposal and “Introduction to” and any ampersand were removed from course titles as requested; course content and credit hours are unchanged.

APPENDIX 2d

NEW ACADEMIC REGULATIONS

RADY FACULTY OF HEALTH SCIENCES

Max Rady College of Medicine

Brian Postl, MD
Dean, Max Rady College of Medicine;
Dean, Rady Faculty of Health Sciences
& Vice-Provost (Health Sciences)
Rm 230 Basic Medical Sciences Building
Phone: 204-789-3485

Peter A. Cattini,
Head, Department of Physiology & Pathophysiology.
Rm 434 Basic Medical Sciences Building
Phone: 204-789-3764

SECTION 1: DEGREE PROGRAMS OFFERED

1.1 Programs

Programs/Degree	Years to Complete	Total Credit Hours
Post-baccalaureate Diploma in Medical Physiology and Pathophysiology	1	27

SECTION 2: ADMISSION REQUIREMENTS FOR THE POST-BACCALAUREATE DIPLOMA IN MEDICAL PHYSIOLOGY AND PATHOPHYSIOLOGY

For admission, all applicants to the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program must have attained a minimum GPA of 3.5 or higher based on the last 60 credit hours of university degree level courses.

Applicants must have a three or four-year bachelor's degree completed from a university recognized by the University of Manitoba.

Applicants must have completed either:

- 6 credit hours in biology, microbiology, botany, ecology, genetics, and/or zoology; 3 credit hours in chemistry and 3 credit hours in physics

or

- 6 credit hours in animal or human physiology

Applicants who meet the minimum requirements for admission to the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program at the University of Manitoba are not guaranteed admission.

Required documents:

Applicants must submit all documentation required for application in English to undergraduate admissions at the University of Manitoba. Final official transcripts from any university or college attended other than the University of Manitoba are required. Copies or photocopies are not acceptable. Transcripts become the property of the University of Manitoba and will not be returned.

English language proficiency requirements:

All applicants whose primary language is not English and 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 - International web site (<http://umanitoba.ca/student/admissions/international/englishindex.html>).

Application deadlines:

April 1st for Post-baccalaureate Diploma program entry beginning Fall (September); year of first entry 2020.

Selection process:

The minimum 27 credit hour course-based program is offered annually starting in September. There is no minimum requirement for the number of students registered. However, the number of students admitted will be dependent on the number of available research projects and associated instructors in the Fall and Winter terms for PHGY 5012 Laboratory Physiology and Pathophysiology, and whether an accommodation, if requested and required by a student, can be reasonably met in a given laboratory setting. As such, the program coordinator will normally liaise with the Admissions Office with regard to the number of research projects and specifically the resulting student spaces available in the Post-baccalaureate Diploma program.

Research projects and instructors for PHGY 5012 may come from outside the Department of Physiology & Pathophysiology; specifically, other departmental or affiliated units of the University of Manitoba. This would require appropriate unit and course coordinator approvals.

In the event that applicants outnumber available positions for entry into the program, decision for entry will be made based on highest GPA on the last 60 credit hours of university degree level courses, by increasing the number of significant figures used in the calculation. Where a tie still exists, the application that was received first will be used to break the tie. All completed applications are time stamped upon submission; in the case of a paper application, these applications will be time stamped after they have been entered into the system by a University of Manitoba Admissions Office staff member.

Notification of decision:

Applicants will be notified by e-mail, asking them to log into their application portal to view the decision. Students that are offered admission will be required to confirm their acceptance. If the applicant does not accept the offer by the deadline date indicated in the letter, their offer will lapse and the applicant will need to contact the Admissions Office to discuss the possibility of an extension. It is the applicant's responsibility to ensure that their e-mail account is active, and will

accept messages from the University of Manitoba, and is checked in their absence. Acceptance to the Post-baccalaureate Diploma program is valid only for the term for which it is issued. If the applicant does not register for courses in this term and subsequently wishes to register for courses in a later term, they must reapply and be readmitted.

SECTION 3: ACADEMIC REGULATIONS

The provisions of the chapter, General Academic Regulations and Requirements, and the chapter, University Policies, apply to all students. In addition, the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program has regulations and requirements, published below, that apply specifically to its students.

3.1 Course Availability: Definitions

Courses and Transfer Credit:

Students are expected to complete all courses required with registration in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program. As such transfers will not be considered. The required courses are:

Course Number	Required Course Name	Credit Hours
PHGY 5002	Respiratory Physiology and Pathophysiology	3
PHGY 5004	Cardiovascular Physiology and Pathophysiology	3
PHGY 5006	Endocrine Physiology and Pathophysiology	3
PHGY 5008	Neurophysiology and Pathophysiology	3
PHGY 5010	Cell Physiology and Pathophysiology	3
PHGY 5012	Laboratory Physiology and Pathophysiology	12

3.2 Examinations and Scholastic Standards

Deferred Examinations

A student may request a deferred examination in PHGY 5002, PHGY 5004, PHGY 5006, PHGY 5008 or PHGY 5010 on the grounds listed in the University's Deferred Examination policy which are:

- participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event;
- religious obligations; or
- a medical condition.

Students requesting a deferred examination due to a known condition as listed above must file an application normally twenty (20) working days prior to the day of the scheduled examination with the Department.

Applications for a deferred examination after the examination has been missed will also be considered for medical or compassionate reasons, but must be filed within two working days of the date of the missed examination to the course instructor and Department Office staff. A medical certificate or other appropriate documentation may be required.

For PHGY 5012, the student is normally required to complete two research projects, one in each of the Fall and Winter terms. Completion of at least one research project is required and a literature review project is available as an option in the event a second research project is not available. Thus, a student may defer a "research project" in the Fall term but will be required to complete a research project in the Winter term, and must apply for a deferred examination as described above. If a student has completed a research project in the Fall term, and applies and is approved for a deferred examination in the Winter term, this will take the form of a literature review project. In addition, a student can make a request to the course coordinator for an "incomplete" in PHGY5012 and if approved could be provided with additional time to complete the course.

All deferred examinations for PHGY 5002, PHGY 5004, PHGY 5006, PHGY 5008, PHGY 5010 and PHGY 5012 are normally scheduled to take place within 30 working days from the end of the final PHGY 5008 Neurophysiology and Pathophysiology examination. The date of the deferred examination for a particular course(s) will be set by the program coordinator no later than May 15 and in consultation with the course instructor(s). The deferred examination for PHGY 5012 will normally be a literature review project.

Continuation in the Post-Baccalaureate Diploma Program

A student must complete all required courses with no grade below a B. Students that fail to maintain this standing will be required to withdraw. However, the Department will allow one supplemental examination in each of PHGY 5002, PHGY 5004, PHGY 5006, PHGY 5008 and PHGY 5010 to improve a failing grade. Passing the supplemental examination will result in replacement of the previous course attempt by a B grade on the student's record. A supplemental examination option is available for PHGY 5012 in the form of a literature review project but only applies if at least one research project (of two required projects) is successfully completed with a B grade.

In the event that the supplemental examination is not successfully passed for PHGY 5002, PHGY 5004, PHGY 5006, PHGY 5008, or PHGY 5010, the course must be repeated again in the next term the course is offered. The grade obtained will replace the grade of the previous course attempt in the Degree Grade Point Average. This option only applies to PHGY 5012 if the requirement for at least one completed research project has been met.

Appeals

Students who feel that they have received an unfair grade in a course should appeal to the instructor. If the matter is not thereby resolved or is related to academic matters other than grade appeals, it should be raised with the program coordinator and subsequently the Department's Undergraduate Program Committee. By default, the Undergraduate Program Committee is composed of members of the Department Executive Committee (that includes the four Heads of the major Divisions in the Department (or Department Head approved designate) and the Department Head).

Attendance

This will be monitored by the course instructor(s). If absences exceed 10% of class or laboratory time without explanation then a warning may be given, and this will be reported to the program coordinator. If attendance continues to be unsatisfactory, the instructor has the authority to exclude the student from classes, laboratory and/or examinations. Such cases shall be reported to the program coordinator and the Undergraduate Program Committee at the first opportunity and within two working days. Students who are excluded from an examination for inadequate attendance will receive a failing grade.

Maximum Time to Completion

Students are expected to complete all program requirements within one-year of entry. However, all requests for extensions must be made to the program coordinator, and must be made in writing by June 30th. Only one request for an extension will normally be considered and must be accompanied by a realistic timeline for completion, but with a maximum total extension period of one year. Requests for an extension will be reviewed by the program coordinator in consultation with instructors on a case by case basis.

Voluntary Withdrawal

The date for voluntary withdrawal for the Fall and Winter terms can be found at <http://umanitoba.ca/student/records/deadlines/index.html> but is normally within the 2nd-3rd week of November and the 2nd-3rd week of March, respectively, for regular courses. For irregular courses, a formula for determining a withdrawal date can be found at http://umanitoba.ca/student/records/media/One_Term_Irregular_VW_Refund.pdf. It is the sole responsibility of the student to initiate a withdrawal, and no voluntary withdrawals are permitted after the deadlines for voluntary withdrawal without academic penalty.

3.3 Part-time Students

The Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program is not available as an option for part-time students.

SECTION 4: PROGRAM AND GRADUATION REQUIREMENTS

In order to qualify for a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology, students must complete the required 27 credit hours with a minimum degree grade point average of 3.0 with no grade below B in all courses.

4.1 Advisement

Staff within the Department of Physiology & Pathophysiology Office will identify potential research projects for PHGY 5012, and provide the student with a written description of the project as well as expected experience(s) or outcomes, as well as the location and instructor contact information. Staff will also be prepared to arrange the first student and instructor(s) meeting.

4.2 Program Requirements

Students are expected to complete the required 27 credit hours (Cr.Hrs.) of 5000 level courses of the Post-baccalaureate Diploma program in one year, by starting in the Fall term (September). Courses include:

PHGY 5002 Respiratory Physiology and Pathophysiology
PHGY 5004 Cardiovascular Physiology and Pathophysiology
PHGY 5006 Endocrine Physiology and Pathophysiology
PHGY 5008 Neurophysiology and Pathophysiology
PHGY 5010 Cell Physiology and Pathophysiology
PHGY 5012 Laboratory Physiology and Pathophysiology

SECTION 5: COURSE DESCRIPTIONS

Department of Physiology & Pathophysiology Course Descriptions - 5000 Level

PHGY 5002 Respiratory Physiology and Pathophysiology Cr. Hrs. 3

This course introduces students to the basic medical physiology of the respiratory system, with emphasis on clinically relevant lung pathophysiology, in particular how basic concepts relate to disease and its treatment, as well as how this determines research questions in the field. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5004 Cardiovascular Physiology and Pathophysiology Cr. Hrs. 3

This course introduces students to basic medical physiology of the cardiovascular system, with emphasis on clinically relevant heart pathophysiology, in particular how basic concepts relate to disease and its treatment, as well as how this determines research questions in the field. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5006 Endocrine Physiology and Pathophysiology Cr. Hrs. 3

This course introduces students to basic medical physiology of the endocrine system, with emphasis on clinically relevant endocrine pathophysiology, in particular how basic concepts relate to disease and its treatment, as well as how this determines research questions in the field. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5008 Neurophysiology and Pathophysiology Cr. Hrs. 3

This course introduces students to basic medical physiology of the nervous system, with emphasis on clinically relevant neurological dysfunctions/disease states such as Parkinson's disease, cerebellar dysfunction, and spinal cord injury. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5010 Cell Physiology and Pathophysiology Cr. Hrs. 3

This course introduces students to the basic medical physiology of the cellular system, with emphasis on clinically relevant cellular pathophysiology of various diseases. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

PHGY 5012 Laboratory Physiology and Pathophysiology Cr. Hrs. 12

(Lab required) This course introduces students to basic laboratory research practices, providing a practical research experience in the biomedical or health-related sciences, under the supervision of an instructor(s). Research projects will be designed to include research techniques, data analysis and educational training. Registration is restricted to students in the Post-baccalaureate Diploma in Medical Physiology and Pathophysiology program.

APPENDIX 2e
LETTERS OF SUPPORT

Statement of review by the University Registrar of the Post baccalaureate Diploma in Medical Physiology and Pathophysiology program.

Faculties informed of this initiative through request for a "statement of support":

- Faculty of Agricultural and Food Science,
- Faculty of Engineering,
- Faculty of Kinesiology and Recreational Management,
- Faculty of Science.

Life science undergraduate students at the University of Manitoba and University of Winnipeg were informed of this initiative through letters sent as e-mail attachments to the:

- University of Manitoba Science Student Association (UMSSA)
- University of Winnipeg Biology Students' Association (UWBSA)

Life science and or medical-related businesses in the private sector with offices in Winnipeg were informed and invited to comment on this initiative. These include:

- Life Science Association of Manitoba,
- Intrinsic Analytics Inc,
- Emergent Biosolutions,
- Medicure Inc.

Memo

Registrar's Office
400 University Centre
Phone 474-9425
Fax 275-2589



UNIVERSITY
OF MANITOBA

January 19, 2018

Sent as email attachment

To: Peter Cattini, Professor and Head, Department of Physiology and Pathophysiology

From: Neil Marnoch, Registrar

Re: Proposal for a Post Baccalaureate Diploma in Medical Physiology and Pathophysiology

Having reviewed the program proposal for a Post Baccalaureate Diploma in Medical Physiology and Pathophysiology, I have no concerns regarding the Registrar's Office support for this program with respect to registration, fee assessment, academic evaluation and provision of instructional space. I note that the plans for this program include the cross-listing of new undergraduate courses with existing graduate level courses, and that there is sufficient capacity within existing instructional space to accommodate the additional undergraduate students in these courses.

Best of luck with your proposal.

From: Science Students Association Science.StudentsAssociation@umanitoba.ca
Subject: Re: Post Baccalaureate Diploma in Medical Physiology and Pathophysiology - Request
Date: November 23, 2017 at 11:45 PM
To: Peter Cattini Peter.Cattini@umanitoba.ca
Cc: Sharon McCartney Sharon.Mccartney@umanitoba.ca



Hi Peter,

Thank you for reaching out to the Science Students' Association for support on this new program. We apologize for the late reply, but wanted the opportunity to bring this email to our SSA meeting and talk about it with the other members.

Everyone on the SSA council is in support of this program, including myself. In fact, if this program were in place right now, a lot of the councillors on the SSA would have applied this year. As a fourth year biological sciences student who is hoping to get into Medicine in the near future, I think a program like this would be a great option for students.

I hope that this program is introduced in the near future, as I anticipate it would become a popular decision for many students after graduating with a Science degree.

Please let us know if you require anything else from us, and best of luck with the implementation.

Regards,

Ryan Churchill & Laura Chan
President & Vice President
Science Students' Association
Faculty of Science
University of Manitoba
209E Armes Building

On Nov 17, 2017, at 1:42 PM, Peter Cattini <Peter.Cattini@umanitoba.ca> wrote:

My name is Peter Cattini and I am the current Head of the Department of Physiology & Pathophysiology in the Max Rady College of Medicine at the University of Manitoba. I am writing to inform you that our Department is proposing to introduce a new one-year stand-alone Post Baccalaureate Diploma in Medical Physiology and Pathophysiology program, and to make a request.

This Diploma program will be targeted to students that have completed a three or four-year life science degree, but have little or no exposure to medical physiology and pathophysiology or practical experience of laboratory research. As such we believe this program may be of interest to biological science graduates from the University of Manitoba.

I want to stress that the Diploma program is not yet approved and so this is not an attempt to promote the program. Rather, there is a duty to inform when considering the introduction of a new program. As such, if you are amenable and there is a mechanism, I would ask you to consider informing students that might be interested in this initiative, and we would welcome any feedback or support for this initiative.

I have taken the liberty of providing some additional background information in the letter attached to support this request.

[I would very much appreciate an acknowledgement of this request.](#)

Thank you for your consideration,

Peter C

Peter A. Cattini
Professor & Head
Physiology & Pathophysiology
Henry G. Friesen Chair
Endocrine & Metabolic Disorders

From: Biology Student uofwbsa@gmail.com
Subject: Re: Post Baccalaureate Diploma in Medical Physiology and Pathophysiology - Request
Date: November 17, 2017 at 4:48 PM
To: Peter Cattini Peter.Cattini@umanitoba.ca

BS

Hello Mr. Cattini,

This sounds like an excellent program and I will inform our active members at our next meeting.
When will the program be offered, should it happen?
Also, would you like the Bio Club to send an email to its members, or just inform informally?

Thank you,

Benoit Morham

On Fri, Nov 17, 2017 at 1:45 PM, Peter Cattini <Peter.Cattini@umanitoba.ca> wrote:

Dear Mr. Morham,

My name is Peter Cattini and I am the current Head of the Department of Physiology & Pathophysiology in the Max Rady College of Medicine at the University of Manitoba. I am writing to inform you that our Department is proposing to introduce a new one-year stand-alone Post Baccalaureate Diploma in Medical Physiology and Pathophysiology program, and to make a request.

This Diploma program will be targeted to students that have completed a three or four-year life science degree, but have little or no exposure to medical physiology and pathophysiology or practical experience of laboratory research. As such we believe this program may be of interest to biological science graduates from the University of Winnipeg as well as the University of Manitoba.

I want to stress that the Diploma program is not yet approved and so this is not an attempt to promote the program. Rather, there is a duty to inform when considering the introduction of a new program. As such, if you are amenable and there is a mechanism, I would ask you to consider informing students that might be interested in this initiative, and we would welcome any feedback or support for this initiative.

I have taken the liberty of providing some additional background information in the letter attached to support this request.

I would very much appreciate an acknowledgement of this request.

Thank you for your consideration,

Peter C

Peter A. Cattini
Professor & Head
Physiology & Pathophysiology
Henry G. Friesen Chair
Endocrine & Metabolic Disorders
University of Manitoba

November 23, 2017

Peter Cattini
Professor & Head, Department of Physiology and
Pathophysiology
University of Manitoba

Emergent BioSolutions
155 Innovation Drive
Winnipeg, MB, Canada
R3T 5Y3

t 204 275 4200
f 204 269 7003

www.emergentbiosolutions.com

Dear Dr. Cattini,

Please accept this letter of support for the proposed Medical Physiology and Pathophysiology Post Baccalaureate Diploma Program. Emergent BioSolutions is a strong supporter of this unique program to offer students the opportunity to expand their knowledge and create more experienced and well rounded professionals. We support this initiative as a unique opportunity to participate in the innovation required to address the global health challenges and contribute to translating research into effective tools and therapeutics.

As you know, Emergent BioSolutions is a global specialty biopharmaceutical company with several facilities throughout North America and Europe and a strong Canadian history through its acquisition of Cangene. Emergent is dedicated to one simple mission — to protect and enhance life. We develop, manufacture, and deliver a portfolio of medical countermeasures against biological and chemical threats as well as emerging infectious diseases. We have significant experience in the development and commercialization of several specialty products for hospitals and clinics in the areas of infectious diseases, newborn health, hematology, transplantation and autoimmune diseases. Our portfolio of products includes vaccines, antibody therapeutics, antivirals and antimicrobials as well as medical devices. Specifically at the Winnipeg site, the former Cangene, there is over 25 years of experience and core expertise in the development and licensure of therapeutics through FDA, Health Canada and EMA regulatory agencies which began with the collaboration with University of Manitoba to develop WinRho® for the treatment of hemolytic disease of the newborn. Through Emergent's work, we strive to protect and enhance 50 million lives with our products by 2025.

As part of achieving this mission, we are writing this letter to express Emergent's strong support for this program. For many years Cangene, and now Emergent, have fostered a strong collaborative relationship with the University of Manitoba and have continued to benefit through the hiring of many talented graduates from their programs. With our focus on the development and manufacturing of biological therapeutics to address health challenges, the Rady Faculty of Health Sciences is a key partner within the university. An area of growing need in the industry is for graduates with broad and cross-functional skill sets in science and medicine that can fill the need for positions in research, preclinical, clinical and regulatory sciences as well as quality, pharmacovigilance and medical affairs. The proposed program will enhance the knowledge of graduates and contribute to the valuable cross-functional knowledge.

As the Senior Vice President of the Antibody Therapeutics at Emergent BioSolutions, I recognize the potential value of this initiative and am writing this letter to express our strong support for this program. We would like to provide support as outlined above to this initiative, sharing our experience as an industry leader in infectious disease and public health threats to contribute to the overall success of this network in achieving its mandate to improve global health.

Sincerely,

Laura Saward PhD
Senior Vice President
Emergent BioSolutions



Adjunct Professor, Department of Medical Microbiology
University of Manitoba

t 204 275 4034 c 204 295 2949
e lsaward@ebsi.com

November 2nd, 2017

Dr. Peter Cattini
Professor & Head
Department of Physiology & Pathophysiology
Henry G. Friesen Chair
Endocrine & Metabolic Disorders

Re: Letter of Support for a new Medical Physiology & Pathophysiology Post Baccalaureate Diploma program

Dear Dr. Cattini,

I am in full support of the endeavour you are taking in developing a new one-year Medical Physiology and Pathophysiology Post Baccalaureate Diploma Program.

Intrinsic Analytics is Manitoba's premier bioinformation services provider. We offer our services in two major platforms, occupational and personal health. In addition, we are also engaged in biomedical research. As the co-founder and one of the directors of Intrinsic Analytics, our company is always in demand to attract highly qualified and well-trained employees. In regards to employment opportunities for future graduates of this program, I see the potential impact that local companies like Intrinsic Analytics can benefit from.

As an employer in the private sector (having completed my training in Manitoba), I fully support this endeavour and highly encourage the University of Manitoba to proceed.

Sincerely,



Dr. Jon-Jon Santiago
Intrinsic Analytics Inc.
Chief Scientific Officer
3rd Floor – Asper Institute
369 Taché Avenue
Winnipeg, MB R2H 2A6



November 1, 2017

Peter A. Cattini
Professor & Head
Physiology & Pathophysiology
University of Manitoba

We are excited to hear about the plan to develop a new one year Medical Physiology and Pathophysiology Post Baccalaureate Diploma program at the University of Manitoba.

The Diploma program responds to a growing/continuing need for highly-trained individuals in the health and medical sector.

We applaud the opportunity provided by this program for students to gain practical laboratory experience, attend research and career-related seminars and workshops offered at the University of Manitoba as well as interact with some of Canada's top internationally recognized research scientists.

The Department of Physiology & Pathophysiology is home to six nominated or past Canada Research Chairs in areas of cardiovascular (Dr. Hryshko and Dr. Kirshenbaum), cell (Dr. Mai), endocrine (Dr. Mizuno), neuro- (Dr. Gardiner), and respiratory (Dr. Halayko) pathophysiology, as of October 2017.

The Department of Physiology (now Physiology & Pathophysiology) has an excellent track record in contributing to the education and training of medical research scientists and health professionals, as well as those involved in the life sciences industry related to health.

Examples in Winnipeg, include Dr. Laura Seward, Senior Vice President, Antibody Therapeutics Business Unit at Emergent Biosolutions, and Dr. Jon-Jon Santiago, Chief Scientific Officer and Co-Founder of Intrinsic Analytics, Inc.

We fully support and encourage the development of this new diploma program in the Department of Physiology & Pathophysiology at the University of Manitoba.

Sincerely,

Tracey Maconachie

November 1st, 2017

Dr Peter A. Cattini
Professor & Head
Department of Physiology & Pathophysiology
University of Manitoba
745 Bannatyne Avenue
Winnipeg, Manitoba
R3E 0J9

Dear Dr. Peter Cattini:

I am pleased to hear about the plan to develop a new one year Medical Physiology and Pathophysiology Post Baccalaureate Diploma program.

The Diploma program responds to a growing need for highly-trained individuals in the health and medical sector.

This program will provide students with practical laboratory experience and the opportunity to interact with some of Canada's top internationally recognized research scientists in the Department of Physiology & Pathophysiology. The Department is home to six nominated or past Canada Research Chairs in areas related to heart failure (Dr. Hryshko and Dr. Kirshenbaum), cancer (Dr. Mai), obesity and diabetes (Dr. Mizuno), spinal cord injury (Dr. Gardiner), and breathing disorders (Dr. Halayko).

The Department of Physiology (now Physiology & Pathophysiology) has an excellent track record in contributing to the education and training of medical research scientists and health professionals, as well as those involved in the life sciences industry related to health. Dr. Laura Seward, Senior Vice President, Antibody Therapeutics Business Unit at Emergent Biosolutions, and Dr. Jon-Jon Santiago, Chief Scientific Officer and Co-Founder of Intrinsic Analytics, Inc., are past graduate trainees of the Department.

I fully support this development and encourage the University to proceed.

Yours sincerely,



Albert D. Friesen, PhD
President and CEO
Medicure Inc.

COPY

APPENDIX 2f

LIBRARY STATEMENTS¹

- PHGY 4002 Introduction to Respiratory Physiology and Pathophysiology, 3 Cr. Hrs.
 - Library Statement
- PHGY 4004 Introduction to Cardiovascular Physiology and Pathophysiology, 3 Cr. Hrs.
 - Library Statement
- PHGY 4006 Introduction to Endocrine Physiology and Pathophysiology, 3 Cr. Hrs.
 - Library Statement
- PHGY 4008 Introduction to Neurophysiology and Pathophysiology, 3 Cr. Hrs.
 - Library Statement
- PHGY 4010 Introduction to Cell Physiology and Pathophysiology, 3 Cr. Hrs.
 - Library Statement
- PHGY 4012 Laboratory Physiology & Pathophysiology, 12 Cr. Hrs.
 - Library Statement

¹ For Appendix 2f, the 4000 level courses were all reassigned as 5000 levels courses in the revised program proposal and “Introduction to” and any ampersand were removed from course titles as requested; course content and credit hours are unchanged.



University of Manitoba Libraries

Statement for Graduate Curriculum Change

Libraries

Faculty	Health Sciences
Department	Physiology & Pathophysiology
Course #	PHGY 4002
Course Name	Introduction to Respiratory Physiology and Pathophysiology

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed 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.

Tania Gottschalk
Education Services Librarian

Sherri Vokey
Head, Neil John Maclean Health Sciences
Library

Kristen Kruse
Acting Coordinator, Collections Management

Mary-Jo Romaniuk
University Librarian

November 20, 2017

Date



University of Manitoba Libraries

Statement for Graduate Curriculum Change

Libraries

Faculty	Health Sciences
Department	Physiology & Pathophysiology
Course #	PHGY 4004
Course Name	Introduction to Cardiovascular Physiology and Pathophysiology

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed 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.

Tania Gottschalk
Education Services Librarian

Sherri Vokey
Head, Neil John Maclean Health Sciences
Library

Kristen Kruse
Acting Coordinator, Collections Management

Mary-Jo Romaniuk
University Librarian

November 20, 2017

Date



University of Manitoba Libraries

Statement for Graduate Curriculum Change

Libraries

Faculty	Health Sciences
Department	Physiology & Pathophysiology
Course #	PHGY 4006
Course Name	Introduction to Endocrine Physiology and Pathophysiology

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed 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.

Tania Gottschalk
Education Services Librarian

Sherri Vokey
Head, Neil John Maclean Health Sciences
Library

Kristen Kruse
Acting Coordinator, Collections Management

Mary-Jo Romaniuk
University Librarian

November 20, 2017

Date



University of Manitoba Libraries

Statement for Graduate Curriculum Change

Libraries

Faculty	Health Sciences
Department	Physiology & Pathophysiology
Course #	PHGY 4008
Course Name	Introduction to Neurophysiology and Pathophysiology

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed 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.

Tania Gottschalk
Education Services Librarian

Sherri Vokey
Head, Neil John Maclean Health Sciences
Library

Kristen Kruse
Acting Coordinator, Collections Management

Mary-Jo Romaniuk
University Librarian

November 20, 2017

Date



University of Manitoba Libraries

Statement for Graduate Curriculum Change

Libraries

Faculty	Health Sciences
Department	Physiology & Pathophysiology
Course #	PHGY 4010
Course Name	Introduction to Cell Physiology and Pathophysiology

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed 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.

Tania Gottschalk
Education Services Librarian

Sherri Vokey
Head, Neil John Maclean Health Sciences
Library

Kristen Kruse
Acting Coordinator, Collections Management

Mary-Jo Romaniuk
University Librarian

November 20, 2017

Date



University of Manitoba Libraries

Statement for Graduate Curriculum Change

Libraries

Faculty	Health Sciences
Department	Physiology & Pathophysiology
Course #	PHGY 4012
Course Name	Laboratory Physiology & Pathophysiology

The Libraries' collection can support this new course, as it was described in the documents provided.

It is not expected that this proposed 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.

Tania Gottschalk
Education Services Librarian

Sherri Vokey
Head, Neil John Maclean Health Sciences
Library

Kristen Kruse
Acting Coordinator, Collections Management

Mary-Jo Romaniuk
University Librarian

November 20, 2017

Date

Report of the Senate Committee on Admissions concerning a proposal from the Rady Faculty of Health Sciences to create a Post-Baccalaureate Diploma in Medical Physiology and Pathophysiology (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.
2. The Rady Faculty of Health Sciences is proposing the creation of a Post-Baccalaureate Diploma in Medical Physiology and Pathophysiology.
3. The proposal was approved by the Rady Faculty of Health Sciences Executive Council on June 19th, 2018.

Observations:

1. SCADM's review focused on the admission requirement details outlined in appendix 2b and appendix 2d.
2. The program is designed for individuals with an interest in medical pathophysiology who wish to pursue careers related to human sciences, biomedical research, professional designations in medicine and related disciplines, or other health-related areas.
3. The new program would be a one-year standalone program; students must have completed a three or four year bachelor's degree to be eligible for admission.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to create a Post-Baccalaureate Diploma in Medical Physiology and Pathophysiology be approved effective for the fall 2020 intake.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

Report of the Senate Committee on Course and Curriculum Changes RE: Proposal for a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology, Max Rady College of Medicine, Rady Faculty of Health Sciences

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.
2. At its meeting on September 14, 2018, the SCCCC considered a proposal to establish a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology, in the Department of Physiology and Pathophysiology, Max Rady College of Medicine, Rady Faculty of Health Sciences.
3. The proposal was also considered by the Senate Planning and Priorities Committee (SPPC; August 27 and October 29, 2018), the Senate Committee on Admissions (September 28, 2018), and the Senate Committee on Instruction and Evaluation (September 20, 2018).

Observations

1. The purpose of the proposed, one-year Post-baccalaureate Diploma in Medical Physiology and Pathophysiology would be to provide individuals, who had completed either a three- or four- year Bachelor's degree with limited or no exposure to laboratory experience in the areas of medical physiology and/or biomedical research, a pathway to graduate studies in medical physiology and pathophysiology, at the University of Manitoba.
2. The curriculum for the P.B.Dip. in Medical Physiology and Pathophysiology would require that students complete 27 credit hours of course work, including five 3 credit hour courses that would provide students with a foundation in medical physiology and pathophysiology and one 12 credit hour laboratory course (PHGY 5012 Laboratory Physiology and Pathophysiology). Students would normally complete two research projects in PHGY 5012. Completion of at least one project in PHGY 5012 would be required.
3. The establishment of the P.B.Dip. in Medical Physiology and Pathophysiology would require the introduction of six (6) 5000- level courses (27 credit hours), as outlined in the proposal.
4. Responding to a concern raised by both the SCCCC and SPPC regarding sustainability of the program, the Department agreed to set the maximum annual enrolment in the program at thirty (30) students, rather than six (6), as was originally proposed. The Department anticipates that, on average, six (6) students would be admitted to the program each year. In practice, enrolment in any given year would be determined by the number of research projects available for PHGY 5012. The Department has committed to fund at least four projects each year.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the establishment of a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology, in the Max Rady College of Medicine, Rady Faculty of Health Sciences.

Respectfully submitted,

Professor Dean McNeill, Acting Chair
Senate Committee on Curriculum and Course Changes

Report of the Senate Planning and Priorities Committee on a Proposal to Establish a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology, Max Rady College of Medicine, Rady Faculty of Health Sciences

Preamble:

1. Terms of reference of the Senate Planning and Priorities Committee (SPPC) (http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html) charge the committee with the responsibilities to make recommendations to Senate on proposed academic programs and to make recommendations to the President and report to Senate on matters requiring prioritization including the prioritization of new or modified programs with significant resource requirements.
2. The SPPC considered a proposal to establish a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology, in the Department of Physiology and Pathophysiology, Max Rady College of Medicine, Rady Faculty of Health Sciences, at its meetings on August 28 and October 29, 2018.
3. The proposal was also considered by the Senate Committees on Curriculum and Course Changes (SCCCC; September 14, 2018), Admissions (September 28, 2018), and Instruction and Evaluation (September 20, 2018).

Observations:

1. The proposed Post-baccalaureate Diploma in Medical Physiology and Pathophysiology would be a one-year program that would require students to complete 27 credit hours of course work in medical physiology and pathophysiology, including a 12 credit hour laboratory course (PHGY 5012 Laboratory Physiology and Pathophysiology), in which students would normally complete two research projects.
2. The purpose of the program would be to provide students, who had completed either a three- or four- year Bachelor's degree with limited or no exposure to laboratory experience in the areas of medical physiology and/or biomedical research, a pathway to graduate studies in medical physiology and pathophysiology, at the University of Manitoba.
3. In order to address a concern raised by both the SPPC and the SCCC that the program might not be sustainable with a maximum enrolment of six (6) students, as originally proposed, the proponents agreed to establish the maximum annual enrolment at thirty (30) students. In practice, the annual enrolment, in any given year, would be limited by the number of funded research projects that were available for PHGY 5012. The Department anticipates that, on average, six (6) students would be admitted each year.
4. Establishment of the program would require the introduction of six (6) 5000- level courses totalling twenty-seven (27) credit hours, as described in the proposal. As five (5) of the courses would be cross-listed with existing 7000- level courses, additional teaching resources would not be required.
5. The total cost of delivering the program would be \$355,037, in Year 4, assuming an intake of five (5) students by that year. The Rady Faculty of Health Sciences would not require new resources from the province to offer the program. Revenue to support the program would be derived from the following sources (as of Year 4):

- tuition and course fees, which would generate \$29,027 and \$2,562, respectively;
 - external research project funding (\$30,000);
 - existing operating funds (\$293,448).
6. With respect to external funding for research projects, which would cost \$3,000 - \$5,000 per project, the proponents of the proposal are confident that the Department would be able to offer PHGY 5012 annually on the basis of faculty members' record for securing significant external research funds, as outlined in the proposal. Also, the Department has committed to fund at least four projects each year, at a cost of \$3,000 - \$5,000 per project.
 7. Revenues identified in observation 5 would be allocated to (i) salary and benefits for existing academic and support staff, including 1.7 FTE academic staff (reallocated; \$271,665) and 0.5 FTE support staff (reallocated; \$45,317) and (ii) PHGY 5012 research projects (\$30,000).
 8. The Faculty has indicated that no additional space would be required to offer the program.
 9. The University Library has indicated that it could support the proposed program, including the six course introductions, with the existing collections.
 10. At its meeting on October 29, 2018, and on the basis of the SPPC's criteria for assigning priority to new programs / initiatives,¹ the Committee recommended that a medium priority level be assigned to the proposal for a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology. The proposal is consistent with the University's priorities for Inspiring Minds and Driving Discovery and Insight, in that it would support the respective goals for increased opportunities for experiential learning and providing education and training opportunities for graduate students that recognize their diverse career paths. It would also support the Department's goal to recruit graduate students, which would increase the research capacity of what is already a strong group of researchers in the unit.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Professor Kelley Main, Chair
Senate Planning and Priorities Committee

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

Report of the Senate Committee on Instruction and Evaluation RE: Proposal for a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology, Rady Faculty of Health Sciences

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.
2. At its meeting on September 20, 2018 SCIE considered a proposal from the Rady Faculty of Health Sciences to establish academic regulations for the proposed Post-baccalaureate Diploma in Medical Physiology and Pathophysiology. The proposal was also considered by the Senate Committee on Admissions, the Senate Committee on Curriculum and Course Changes, and the Senate Committee on Planning and Priorities.

Observations:

1. The Faculty is proposing to establish a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology, including the following academic regulations for the program.
2. *Deferred Exams*
Students would be permitted to request deferred exams in courses, with the exception of Laboratory Physiology and Pathophysiology (PHGY 5012). Two research projects would normally be required for PHGY 5012, one in each of the Fall and Winter terms. A student may request to defer a research project in PHGY 5012, which could result in replacing one research project with a literature review. A student could also request an “incomplete” in the course, and if approved, be provided with additional time to complete the course.
3. *Continuation in the Post-baccalaureate Diploma Program*
Students would be required to complete all courses with no grade less than a “B”. Students who fail to maintain standing would be required to withdraw. Students would be permitted one supplemental exam in each of PHGY 5002, 5004, 5006, 5008 and 5010 to improve a failing grade. If the supplemental exam were to be passed, the failing grade would be replaced by a “B” grade. The supplemental option for PHGY 5012 would be in the form of a literature review, but only if at least one research project were successfully completed with a passing grade of “B”.
4. *Maximum Time to Completion*
Students would be required to complete all program requirements within one year of entry. Students would be permitted to request an extension, which must be made in writing by June 30, with a maximum total extension period of one year.
5. *Program and Graduation Requirements*
A student would be required to complete the required 27 credit hours with a minimum Degree Grade Point Average of 3.0, with no grade below a “B” in all courses, in order to

graduate with a Post-baccalaureate Diploma in Medical Physiology and Pathophysiology.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the establishment of a Post-baccalaureate Diploma in Medical Physiology, in the Max Rady College of Medicine, Rady Faculty of Health Sciences.

Respectfully submitted,

Dr. David Mandzuk, Acting Chair
Senate Committee on Instruction and Evaluation



Rady Faculty of
Health Sciences

Max Rady College of Medicine
Office of the Dean
A105 Chown Building
753 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T6
Phone: 204-789-3485
Fax: 204-789-3661

MEMORANDUM

Date: October 22 2018

To: Mr. Jeff Leclerc, University Secretary

From: Dr. Brian Postl
Dean and Chair of the Rady Faculty of Health Sciences Faculty Executive Council

Re: Senate Approval for Bachelor of Midwifery Program

The Rady Faculty of Health Sciences is forwarding the attached information regarding the Bachelor of Midwifery Program for Senate approval.

The motion to approve the introduction of a new Bachelor of Midwifery Program was approved unanimously at the Rady Faculty of Health Sciences Faculty Executive Council meeting on October 16 2018.

Attached is one file in pdf format that includes this cover memo, the proposal, and all required appendices.

Please let me know if you require additional information or clarification.

Copy: David Collins
Shannon Coyston
Cassandra Davidson

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



UNIVERSITY
OF MANITOBA | Rady Faculty of
Health Sciences

College of Nursing
Helen Glass Centre for Nursing
89 Curry Place
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-7452

October 22, 2018

Shannon Coyston
Associate University Secretary (Senate)
Office of the University Secretary
312 Administration Bldg.
University of Manitoba R3T 2N2

Dear Shannon,

I am pleased to forward a copy of our University of Manitoba Bachelor of Midwifery Program proposal for consideration and approval by the Senate Committees and the Senate.

By way of background, a program proposal for a Joint Bachelor of Midwifery program with the University of Manitoba and the University College of the North was approved by the University of Manitoba Senate on January 6, 2016. Subsequent to Senate approval, the Provincial Government decided to take a different approach, resulting in the Senate approved program not being implemented. The Provincial Government entered into an agreement with McMaster University in 2016 for the delivery of a Bachelor of Midwifery Program for 13 students from Manitoba. These students will complete the program in Spring 2019.

The new Bachelor of Midwifery Program will reside in the College of Nursing at the University of Manitoba. The College of Nursing Council approved the program proposal for the Bachelor of Midwifery Program on September 25th, 2018. The Rady Faculty of Health Sciences Executive Committee approved the program proposal on October 16th, 2018.

Please contact me if you have any questions or require further information.

Sincerely,

Dr. Netha Dyck, RN, EdD, CHE
Dean, College of Nursing

Bachelor of Midwifery Program Proposal

College of Nursing, Faculty of Health Sciences

University of Manitoba

2018



UNIVERSITY
OF MANITOBA | Faculty of
Health Sciences

College of Nursing

University of Manitoba

NEW PROGRAM OF STUDY

Under The Advanced Education Administration Act

Universities and colleges requesting approval for a **new** program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

UM INTERNAL REQUIREMENTS:



UNIVERSITY
OF MANITOBA

1. Following unit approval* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:
Undergraduate Programs: Office of the University Secretary (for Senate submission deadlines visit <http://umanitoba.ca/admin/governance/meetings/index.html>). Please also submit a **hard copy** version to the Office of the Secretary to their office as well.
Graduate Programs: Faculty of Graduate Studies (for timelines visit http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html).
ALL Programs: as preparation for submission to ALD, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.
2. Along with the information requested in the proposal template, please **append** details on the following:
 - a) **ALD /SPPC Financial Support Form** [available through the Office of the Provost & Vice-President (Academic)]
This form requires the signature of the Financial Planning Office. Please contact Kathleen Sobie, Executive Director, Financial Planning, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.
 - b) **Admission and/or transfer criteria** for the proposed program.
 - c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
Undergraduate Programs: for SCCCC Program and Course Change forms, as applicable, visit <http://umanitoba.ca/admin/governance/forms/index.html>
Graduate Programs: for course change forms visit http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html
 - d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.
 - e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
 - f) **Library statement** of support.
 - g) Where applicable, a **transition plan** for current students entering the new program.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost and Vice-President (Academic).

*Note: the complete proposal, including all appendices, and associated program and course forms, should be submitted to departmental (as appropriate) and faculty/college/school approving bodies for review and approval, prior to submission to the Office of the University Secretary.

Revised December 10, 2017

Revised October 18, 2017.

SECTION A – PROPOSAL DETAILS

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program: College of Nursing, Rady Faculty of Health Sciences

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program:
N/A

Program name: Bachelor of Midwifery Program

Credential awarded: Bachelor of Midwifery (BMid)

Funding request

Fiscal Year 1: \$707,800

Fiscal Year 2: \$680,637

Fiscal Year 3: \$683,844

Fiscal Year 4: \$695,864

Office Use Only

One-time funding: _____

Ongoing funding: _____

Proposed start date: Fall 2019, University 1

List any critical issues that may impact the start date of the program:

Delays in moving the full program approval process through the University of Manitoba approval processes.

UM INTERNAL REQUIREMENT: Name of Person(s) responsible for the Program internally (please include contact information):

Dr. Netha Dyck, Dean, College of Nursing, Rady Faculty of Health Sciences, UM

Phone: 204.474-9201 Email: Netha.Dyck@umanitoba.ca

Dr. Kellie Thiessen, Director, Bachelor of Midwifery Program, College of Nursing, Rady Faculty of Health Sciences, UM

Phone: 204.474.6684 Email: Kellie.Thiessen@umanitoba.ca

B-1 Provide a general description of the program and its objectives: *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

Intended Purpose

The Bachelor of Midwifery Program provides the educational foundation for a career in midwifery. Graduates of the program will be eligible to apply for registration with the College of Midwives of Manitoba and to write the Canadian Midwifery Registration Exam.

Curriculum Design

The proposed Bachelor of Midwifery Program consists of 130 credit hours of coursework. Thirty (30) credit hours are completed in University 1, the pre-midwifery year, after which students can apply for admission to the Program, which consists of 100 credit hours taken over 3 years, for a total of 4 years (10 terms).

Content related to traditional Indigenous midwifery practices is woven throughout the curriculum and will remain an integral part of every course in the Program.

In discussion with Manitoba Health, intake has been set at six students per annum. This seat capacity aligns well with the clinical resource capacity. Up to one-half of the seats will be offered under a Special Consideration Category to Indigenous students. The majority of the Special Consideration seats are reserved for Indigenous students residing in Northern Manitoba.

The first intake of students to the Bachelor of Midwifery Program will occur in the fall of 2019. To increase interprofessional exposure and enrich student learning experiences, the Program will facilitate a collaborative learning exchange with the four midwifery clinical courses. This learning exchange will entail combining tutorial groups so UM faculty will have McMaster University students in each of their tutorials. This will allow for a larger cohort of students to draw learning experiences from.

Distinctive Attributes

Midwifery was established as a regulated profession in Manitoba in 2000. In the 1990s, extensive consultations regarding the legislative policies, educational requirements and practice standards required to implement professional midwifery practice in Manitoba were carried out by the Manitoba Working Group on Midwifery and, subsequently, the Midwifery Implementation Council. As part of their mandate, the Midwifery Implementation Council held extensive consultations with Indigenous women and organizations across the province. These organizations called for the development of an educational program that would incorporate the traditional knowledge of Indigenous people, the participation of Elders, and the blending of western and Indigenous knowledge about midwifery practice. In particular, Northern Indigenous communities sought a culturally appropriate strategy that would address their concerns regarding the lack of midwifery/obstetrical services in or near their communities and the subsequent need to have pregnant women travel far from their communities to deliver their infants.

For a variety of reasons, it has been difficult for midwifery education to be sustainable in Manitoba. The proposed new Bachelor of Midwifery Program will capitalize on the unique Interprofessional (IP) resources (IP curriculum and IP Northern Placement) within the UM for rural and Northern health to support the students in the program and enhance their clinical experiences. Furthermore, the new Bachelor of Midwifery Program will utilize the Aboriginal Nursing Cohort Initiative (ANCI) to support Indigenous students to successfully complete the program, thus supporting future Indigenous midwives to practice across the Province. The ANCI program has been a part of the College of Nursing for

ten years. This program provides students with First Nations, Métis and Inuit ancestry with academic, financial and personal supports to facilitate success.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

The total length of the program for full-time study is 4 years (130 credit hours), which includes one preparatory year (University 1). The program is delivered over 10 terms. The maximum time allowed for completion is 6 years which begins once admitted into the Bachelor of Midwifery Program (Year 2).

The program will not be available to part-time learners.

The Bachelor of Midwifery Program will be offered using a blended delivery model for all didactic courses, which includes face-to-face seminars, technology mediated learning, simulation-based learning, preceptorship and independent study. At the commencement of the program, approximately 20-30% of the content will be offered in a blended learning environment. This percentage will increase each year as all of the clinical practice courses have a tutorial component that will be delivered online.

B-3 Intended outcomes of the program:

B-3.1 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

Historically, there has not been a Midwifery Education Program that has had annual graduates to support the demand in the health workforce. Persons desiring midwifery education currently have had to relocate for this type of education. The regulated practice of midwifery has existed in Manitoba for 18 years.

The midwifery program was discontinued at the University of Manitoba in 2016, and the University of Manitoba partnered with McMaster University to offer admission to those current students who had successfully completed the first year of Manitoba's midwifery program, thus allowing them to finish their education. Current midwifery students were, therefore, enrolled into the second year of the Midwifery Education Program at McMaster University instead of the University of Manitoba. These students will graduate in spring 2019. As of 2020, University of Manitoba will have a formal MOU in place for three years with McMaster, which will articulate specific supports and co-teaching related to the four clinical midwifery courses (MDFY 2090, MDFY 3090, MDFY 4090, and MDFY 4100).

The Bachelor of Midwifery Program will target all individuals interested in a career in midwifery. However, because of the unique nature of this program and the need to address the demand for Indigenous midwives to work in Northern Manitoba, Indigenous persons who are members of a Northern community in Manitoba will be specifically targeted as potential students.

This program will allow for Manitoba students in urban, rural and remote regions to remain in Manitoba to complete their didactic, as well as, their clinical requirements for the Bachelor of Midwifery degree. Ultimately, this degree will support a person to achieve a job in midwifery either in Manitoba or other provinces due to the reciprocity for midwifery licenses across the country.

B-3.2 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

The anticipated learning needs of students in Bachelor of Midwifery Program will be addressed in the overall educational objectives and learning outcomes of the Bachelor of Midwifery Program, which are as follows:

- Practice competently as entry-level Midwives in any Manitoba care setting.
- Practice as primary maternity care providers in collaboration with the interprofessional maternity care team.
- Practice in diverse settings recognizing the unique features of the childbearing population in Manitoba, particularly as they relate to Indigenous and multicultural communities.
- Participate in research that contributes to the midwifery profession and maternal and newborn care.
- Demonstrate a capacity of lifelong learning.
- Pursue professional development opportunities as educators and leaders in supporting normal birth and advances in maternal and newborn care.

B-4 Mode of Delivery

B-4.1 Provide the total program length through **one** of the following measures:

130 Total credit hours

Total contact hours

Total courses

B-4.2 What proportion of the total program length (as indicated above) can be completed through the two following modes of delivery? *(Note that one or both selections can be offered up to the total program length.)*

The below percentages are approximate:

80% In-person

20% Online

This will be subject to change given the increasing availability of online and virtual program delivery supports.

Please see section **B-2** for details of program length.

B-5 Provide an overview of the suggested progression of courses on a year-by-year basis for the program from start to maturity. *(Course level detail is not necessary, however, please include credit hours/contract hours, proportion of upper level courses, clinical placements or practicums, or subject area requirements where applicable)*

UM INTERNAL REQUIREMENT: please complete the chart below to provide an overview of suggested progression through the program (indicate pre-requisites and related credit hours). Outline options for specializations within this program [minor(s) and/or concentration(s)].

Bachelor of Midwifery Program Curriculum Blueprint

Pre-Professional Year	Year 2	Year 3	Year 4
	Term 1	Term 1	Term 1
<u>Required Courses</u> Native Studies: elective course (3) BIOL 1410: Anatomy of the Human Body (3) BIOL 1412: Physiology of the Human Body (3) MBIO 1220: Essentials of Microbiology (3) STAT 1000: Basic Statistical Analysis 1 (3) CHEM 1300: University 1 Chemistry: Structure and Modelling in Chemistry (3) CHEM 1310: University 1 Chemistry: An Introduction to Physical Chemistry (3)	MDFY 2010: Preparation for Professional Midwifery Education and Practice (3) NURS 2522: Client & Context 2: Human Diversity (3) NURS 3550: Professional Foundations 3: Evidence Informed Practice in the Health Sciences (4) MDFY 2440: Human Reproductive Physiology (3)	MDFY 3010: Advanced Clinical Skills I (3) MDFY 3020: Midwifery Clinical Practice and Interprofessional Roles (3) MDFY 3030: Interprofessional Practice I (6)	MDFY 4010: Advanced Clinical Skills II (3) MDFY 4090: Complex Care II: Clinical Practice and Tutorial (12)
	Term 2	Term 2	Term 2
	MDFY 2020: Bioscience for Midwives (3) MDFY 2030: Pharmacology for Midwives (3) MDFY 2040: Normal Childbearing Skills (6)	MDFY 3032: Interprofessional Practice II (6) MDFY 3050: Newborn Feeding: Methods and Contemporary Issues (3) MDFY 3060: Professional Issues in Midwifery (3)	MDFY 4100: Clerkship and Tutorial (12)
<u>Electives</u> Science Elective (3) Social Sciences or Humanities Electives (6)	Term 3 spring/summer	Term 3 spring/summer	Term 3
	MDFY 2090: Normal Childbearing Clinical Practice and Tutorial: (12)	MDFY 3090: Complex Care I: Clinical Practice and Tutorial (12)	
Total Hours: 30	Total Hours: 37	Total Hours: 36	Total Hours: 27

Total Credit Hours = 130 credits

B-6 Will the program be available for part-time study?

This is a four-year full-time program. It is a small size program and therefore part-time study will not be available.

B-7 Indicate if this program will have a cooperative education, work placement, internship or practicum component and provide any relevant details:

In the Bachelor of Midwifery Program, there are four terms of didactic course work. In Year 2, term 3, the students commence their clinical experiential component of the program: **MDFY 2090**: Normal Childbearing Clinical Practice & Tutorial. In Years 3 & 4, the students continue on in clinical courses: **MDFY 3030/3032**: Interprofessional Practice I & II; **MDFY 3090/4090**: Complex Care I & II; and **MDFY 4100**: Clerkship clinical courses. In all of these clinical placements, each student will be placed in a variety of urban, rural and northern health care settings where they will have preceptors such as, Registered Midwives, Registered Nurses and other healthcare providers based on the setting. In some instances, physician preceptors will be used.

B-8 Intake Information

B-8.1 Projected enrolment for the first intake: 6

B-8.2 Maximum seat capacity (*Defined as first-year enrolment capacity*):6

B-8.3 Anticipated date of maturity:

2022/23

The maximum seat capacity will be subject to change, conditional on future discussions with the provincial government to address system needs and associated discussions for ongoing funding.

UM INTERNAL REQUIREMENT: please indicate the projected enrolment and graduates for the first 5 years of the program.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrolments	University 1 N/A	6	12	18	18
Graduates	NA	NA	NA	6	6

Six students will be admitted into the Bachelor of Midwifery Program each year.

C-1 Describe how this new program aligns with the strategic plans of your institution:

The establishment of the Bachelor of Midwifery Program enables UM to further achieve their institutional vision, mission and strategic priorities.

Inspiring minds through innovative and quality teaching

The Bachelor of Midwifery Program offers high quality educational opportunities for students that include flexible learning opportunities (in-class and on-line), innovation in teaching and learning such as simulation learning and integration of tutorials with clinical practice, and high quality clinical practice placements in a wide variety of clinical settings across the province.

Driving discovery and insight through excellence in research, scholarly work and other creative activities

The Bachelor of Midwifery Program values and promotes research and scholarly activities. The Bachelor of Midwifery Program offers many opportunities to engage in ethical and meaningful research that focuses on Northern and Indigenous issues related to midwifery. The Bachelor of Midwifery Program has the capacity to support existing research programs to further develop midwifery's capacity to provide culturally safe care throughout Manitoba, with a particular emphasis on the knowledge, skills and attitudes that are critical to the provision of midwifery services in Northern Manitoba.

Creating pathways to Indigenous achievement

The Special Consideration Admission Policy developed for the Bachelor of Midwifery Program will ensure that Indigenous students have the opportunity to be admitted to and graduate from the Program. The Bachelor of Midwifery Program is committed to the creation of opportunities for students to learn about Indigenous history and culture. Indigenous students will receive personal and academic support through the Aboriginal Nursing Cohort Initiative (ANCI) within the College of Nursing. The Bachelor of Midwifery Program will develop graduates who understand the contributions that Indigenous persons have made to Manitoba and Canada. The Bachelor of Midwifery Program offers students the opportunity to complete coursework while completing their clinical practice/clerkship courses in a variety of settings throughout Manitoba, including placements in Northern Communities. Graduates of the program will benefit from a curriculum that threads knowledge of traditional Indigenous midwifery practices throughout the course work.

Building community that creates an outstanding learning environment

The students will become part of the Rady Faculty of Health Sciences community. They will be integrated into the Interprofessional curriculum and have Interprofessional opportunities across the Health Sciences programs. The students will become part of the College of Nursing community, as well as collaborate with McMaster University students. Indigenous students will have support from ANCI. Support from Centre for the Advancement of Teaching and Learning will be arranged to ensure faculty are adequately supported to create an outstanding learning environment.

Forging connections to foster high impact community engagement

The Bachelor of Midwifery Program will have partnerships with all the Regional Health Authorities. The students will maintain registration with the College of Midwives of Manitoba and the Midwives Association of Manitoba to integrate into their profession throughout their time of study.

C-2 Outline the internal approval process (i.e. committees, governing bodies) for approving this new program of study within your institution and indicate any dates of decision. (*Governing Council, Board of Governors, Board of Regents, Senate, other*)

The following committees will review and approve the Bachelor of Midwifery Program

- College of Nursing Executive Committee
- College of Nursing Council
- Rady Faculty of Health Sciences Executive Committee
- Senate Committee on Curriculum and Course Changes
- Senate Committee on Instruction and Evaluation
- Senate Committee on Admissions
- Senate Planning and Priorities Committee
- Senate
- Senate Executive
- Board of Governors

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost's Office prior to submission to government.

UM Undergraduate Programs:

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	_____
SCCCC	_____
SPPC	_____
SCADM (<i>if applicable</i>)	_____
SCIE (<i>if applicable</i>)	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

UM Graduate Programs:

<u>Decision-Making Body</u>	<u>Date of Approval</u>
APC (<i>preliminary review</i>)	_____
External Review	_____
APC	_____
FGS Executive	_____
FGS Faculty Council	_____
SPPC	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-3 Responsibility to consult

C-3.1 If this program subject to mandatory review or approval by organizations external to the institution (*such as regulatory bodies, Apprenticeship Manitoba, etc.*), please describe any consultation processes and provide copies of reports or letter from these organizations providing support:

Consultations have occurred with College of Midwives of Manitoba (CMM). The CMM is aware and has provided a letter of support which also articulates the new National Accreditation Process now in existence for Canadian Midwifery Education Programs. The program accreditation does not need to be in place prior to the implementation of the new program (See Appendix E).

All clinical partners in the community have been engaged and are aware of the new program and its timelines. These partners have been established with the current prior Manitoba/McMaster midwifery cohort.

C-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program?
Note: this includes any consultation with internal UM units, academic or otherwise.

- College of Nursing Executive Committee
- College of Nursing Council
- College of Midwives of Manitoba (CMM)
- Canadian Association of Midwives Accreditation Council
- Midwives Association of Midwives (MAM)
- Aboriginal Nursing Cohort Initiative (ANCI)
- Regional and community clinical agencies

CI-3.3 How have students and faculty been informed of the intent to establish this program?

The College of Nursing Executive Committee and the College of Nursing Council have been informed of this new program. Furthermore, the Dean of the Rady Faculty of Health Sciences has been extensively involved with the planning of this program. We have a plan to advertise through social media and comprehensive website once our program proposal is approved.

C-4 List any similar programs offered in Manitoba: (*Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.*)

Note: this includes any programs currently offered at UM.

No programs of this nature are currently offered in Manitoba. Students currently wishing to study midwifery have had to go out of province.

C-4.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Manitoba.

C-5 List any similar programs offered in Canada: (*Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.*)

Université du Québec à Trois Rivières, QC

- Baccalauréat en pratique sage-femme

Laurentian University, Sudbury ON

- Honours Bachelor of Health Sciences (B.H.Sc.) in Midwifery

McMaster University, Hamilton, ON

- Bachelor of Health Sciences (B.H.Sc.) in Midwifery

Ryerson University, Toronto, ON

- Bachelor of Health Sciences in Midwifery (B.H.Sc.)

Mount Royal University, Calgary, AB

- Bachelor of Midwifery (B.Mid.)

University of British Columbia, BC

- Bachelor of Midwifery (BMW)

C-5.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Canada.

C-6 Describe the current and projected labour market demands in Manitoba for graduates of this Program:

(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)

The regulated practice of midwifery has existed in Manitoba for 18 years. Sophisticated analyses of current and future human resource needs for midwives are not available either provincially or nationally. The demand for midwives can only be inferred from sources such as professional bodies and the media, which consistently report that the demand for midwives outstrips the capacity of the current complement of midwives practicing in that jurisdiction. For example, in November 2013, the College of Midwives of Manitoba stated, “As is common across the country, the demand for midwifery services far exceeds the ability to provide services”. On January 2, 2015, the CBC reported that more than 75 per cent of expectant mothers living in Manitoba who want a midwife cannot get access to one. The College of Midwives of Manitoba does not believe that the demand is actually that high at present, but they do not maintain a waiting list for women seeking midwifery services.

Market demand for midwifery services, however, must be balanced against employment opportunities for midwives. The creation of publicly funded permanent midwifery positions has lagged behind the demand for these services in most Canadian jurisdictions. In Manitoba, the first 26 midwifery positions were funded by the provincial government in 2000. Initial projections were that the number of midwifery positions would increase by 4-5 each year. In 2010, only 45 positions were funded, and in 2015, only 49 registered midwives practice in Manitoba. In January 2015, the CBC reported that four midwives, recent UCN graduates, would become unemployed when their term positions end in the summer of 2015. As of August 2015, three of these graduates had attained positions vacated by other midwives. The very small cohort of potential graduates from the Bachelor of Midwifery Program will essentially fill the gap in the health workforce related to sick leaves, maternity leaves, relocations and retirements.

Similar challenges exist in other provinces. In the spring of 2015, the first eight students graduated from the midwifery program at Mount Royal University. Only four students found work in the province. Three accepted employment in British Columbia and one has not found employment.

Historically, midwives have always been employed by the Regional Health Authorities.

The Manitoba Government has implemented various initiatives to transform health service delivery in the province. The government's website indicates, "*the creation of a provincial health organization, Shared Health, which will enable provincial planning and integration of services, improve patient care and provide coordinated support to regional health authorities across the province - including the recruitment and retention of health professionals - and establish provincial standards of care for all Manitobans*".

We know from discussions with Health Workforce, the Ministry of Education and Training, and the Ministry of Health, Seniors and Active Living, that midwifery services are supported and deemed important. A plan for midwifery services will be developed and integrated as part of the *Shared Health* initiatives. Currently, the *Shared Health* initiatives do include midwifery services as part of the health workforce but no decisions have been made regarding in what capacity. It will be five years before the first graduates will enter the health workforce from this new Bachelor of Midwifery Program. It is anticipated that *Shared Health* will have integrated midwifery services with new positions within that period of time.

As discussed above, two factors drive job creation for qualified midwives. One is the demand for this service, which currently significantly outstrips available resources. The other is public policy, which is the primary vehicle driving decisions regarding the allocation of health care funding and the decision to target specific areas of health care need for additional funding. It is anticipated that the government via Shared Health will develop a detailed plan to expand the number of funded midwifery positions.

C-7 If copies of any internal or peer evaluations with respect to this new program of study are being provided with this proposal, please indicated how any issues identified by these evaluations have been addressed and attach any relevant documents as available:

There is no requirement for internal or peer evaluation. Our ongoing association with McMaster University has informed our program proposal and the College of Midwives has endorsed the program for approval via the accreditation process.

SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

D-1 If one-time or pilot funding are being requested to support this new program of study, please identify the amount of funding being requested:

N/A

D-2 If ongoing funding being requested to support this new program of study, please identify the amount of funding being requested:

\$693,000 ongoing from the provincial government

D-3 If new funding is not being requested, how will the program be funded?

N/A

D-4 List any external sources of funding that will be used to support the implementation or delivery of this new program of study: *(Provide such information as agreements for funding from industry or external grants and indicate the anticipated length of time for each agreement.)*

N/A

D-5 What are the resource implications to the institution (budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc) in delivering this new program of study?

5.4 Library Resources.

Describe the adequacy of existing library resources to support the proposed program. Indicate how the institution(s) will overcome any deficiencies. Append a copy of the assessment from the libraries.

A Library statement from UML has been received. The UML state that their current collections can support the Bachelor of Midwifery Program.

The library statement and assessment of collections are placed in Appendix F.

Computer facilities.

Existing computer facilities and access to them at the College of Nursing is adequate to support the Bachelor of Midwifery Program at UM.

All students registered in the Bachelor of Midwifery Program will have full access to computer facilities at UM, including one computer lab located in the Helen Glass Centre for Nursing.

Existing infrastructure and equipment.

Students will be situated at the Helen Glass Centre for Nursing (UM). Impact on existing infrastructure and equipment at UM will be minimal. The equipment required for this new program has been acquired. Class instruction will take place in a room already allocated within the Helen Glass Centre. Laboratory and simulation learning space is also available in the Helen Glass Centre as well as, the Brodie Centre Clinical Learning and Simulation Facility. Instructors and support staff can be accommodated as well.

Rady Faculty of Health Sciences has agreed to provide \$250,000 in the current year to help offset some of the start-up costs. The government funding will become effective in Year 1 so this is very beneficial in starting the hiring process and getting the office spaces ready.

Specialized Program Materials

No specialized program materials, capital or equipment will be required as the materials and equipment being used in the Bachelor of Nursing Program are sufficient to support the introduction of the Program. The costs related to consumable supplies, replacement of lab equipment and simulation is included in the budget.

Additional infrastructure and equipment required.

Facility renovation costs to accommodate the Bachelor of Midwifery Program faculty, the Director, two instructors, clinical placement coordinator, and an office assistant in Helen Glass Centre has been included in the proposed budget (\$40K in 2018/2019).

D-6 Please describe new and existing staffing resources needed to provide this new program of study. Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.

New staff will consist of the following:

- 1.0 FTE Director
- 2.5 FTE Instructors (Level 2)
- 0.5 FTE Clinical Placement Coordinator
- 1.0 FTE Office Assistant (OA4 Level)
- 0.5 FTE Student Services/Policy Admin (OA4 Level)

The 2019/20 budget going forward, reflects the contribution from the existing College of Nursing Operating (CON) budget of 28K. This allocated funding from the existing budget is for student counselors/advisors and ANCI counselors who will support the new Bachelor of Midwifery Program.

D-7 Provide a program implementation plan for the new program of study by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires, distribution of existing faculty and support staff) from launch to maturity:

- Year 1 Full complement of faculty and staff will be in place. Course development and exam development will be completed. The Office Assistant will be involved with coordination of media/room bookings/assisting the Director. Clinical sites will be setup and prepped.
- Year 2 First intake into the program. Full complement of staff in place.
- Year 3 Ongoing Full Staff
- Year 4 Ongoing Full Staff

D-8 Please describe the effect of this new program on existing capital infrastructure and equipment:

There will be minimal effect on capital infrastructure and equipment as the equipment required is already in place. Some renovation to existing infrastructure will be required to accommodate staff office needs.

D-9 If capital funding is being requested to support additional specialized program materials such as infrastructure or equipment required to provide this new program of study, please provide a detailed description of the use of this capital:

N/A

SECTION E– TUITION

E-1 What are the proposed tuition fees?

The tuition is based on the nursing credit hours fees which are \$144.92/credit hour.

The Bachelor of Midwifery Program tuition fees will be \$144.92/credit hour based on 33 credit hours (average of credit hours over 3 years) for a program total of \$4,782 for annual tuition excluding general University fees (approximate ~ \$1,000).

With the annual clinical course fee of \$1,700 the program cost per year is approximately \$7,400 [includes general University fees] (see further details E-3), which is slightly higher than nursing due to the intensive nature of clinical-based courses in this program (80%).

E-2 Please provide a rationale for the tuition fee proposed. *(For example, are these tuition fees comparable to tuition for existing programs within the academic unit or to tuition for similar programs offered at other institutions?)*

The tuition fees have to match the other program tuitions within a College. Additionally, we have assessed tuition in other programs across Canada.

The Tuition is in line with other Canadian Universities providing the same service and program:

Mount Royal University, Calgary - \$6,560 per year

University of British Columbia - \$6,054 per year

Ryerson University - \$7,763 per year

McMaster University - \$9,179 per year

E-3 Please describe any additional fees that would apply to a student in this program?

UM INTERNAL REQUIREMENTS: Please note any new course-fees proposed in support of this program. Please provide a rationale for any new fees. Are these fees comparable to fees for existing programs within the academic unit or for similar programs offered at other institutions?

The program will have a clinical course fee \$1,700 per student per year from year 2 to 4.

Additional fees are tied to the clinical courses in the program and the rate of \$1,700 is averaged over Years 1 to 3. The clinical course fee covers the simulation and lab resources required within each course.

The clinical courses are as followed:

MDFY 2440: Human Reproductive Physiology (3)

MDFY 2020: Bioscience for Midwives (3)

MDFY 2040: Normal Childbearing Skills (6)

MDFY 3010: Advanced Clinical Skills I (3)

MDFY 4010: Advanced Clinical Skills II (3)

Other fees include a \$100 technology fee (one-time fee).

The technology fee is to allow students to access to a birth log access database which is currently managed at McMaster University. This fee will be tied into the first course whereby the students will need to access the birth log:

MDFY 2090: Normal Childbearing Clinical Practice and Tutorial (12).

Additional general University levied fees of approximately \$1000, as an example these fee include, but are not limited to, student endowment, student organization fees, student service fee, UPass, health and dental fee, and sport fee.

E-4 Please describe any specific supports to encourage affordability and accessibility to the program:

There are supports in place to promote affordability related to such issues as travel to rural and remote clinical sites including Award/Scholarships:

Year 2= \$25K

Year 3= \$35K

Year 4-ongoing =\$50K

Additionally, students will have access to Manitoba Student Aid.

Accessibility to the program is facilitated through the designation of seats for Indigenous students, blended delivery method and student support services provided through ANCI.

SECTION F – SIGNATURES

(A second signature section is provided for joint programs only)

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments (*double-click to engage check box*):

☐

Cover letter

☐

Program of Study Financial Form

☐

Any supporting documentation (*reviews, letters of support, etc.*)

If you have any questions or require further information, please contact:

Post-Secondary Education and Labour Market Outcomes

Manitoba Education and Training

400-800 Portage Avenue Winnipeg MB R3C 0C4

(204) 945-1833

PSE-LMO@gov.mb.ca



UNIVERSITY
OF MANITOBA | Rady Faculty of
Health Sciences

College of Nursing
Helen Glass Centre for Nursing
89 Curry Place
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-7452

Bachelor of Midwifery Program
Summary of Course Introductions, Modifications and Deletions

Courses to be introduced:

MDFY 2010- Preparation for Professional Midwifery Education and Practice (3)
MDFY 2440- Human Reproductive Physiology (3)
MDFY 2020- Bioscience for Midwives (3)
MDFY 2030- Pharmacology for Midwives (3)
MDFY 2040- Normal Childbearing Skills (6)
MDFY 2090- Normal Childbearing Clinical Practice and Tutorial (12)
MDFY 3010- Advanced Clinical Skills I (3)
MDFY 3020-Midwifery Clinical Practice and Interprofessional Roles (3)
MDFY 3030- Interprofessional Practice I (6)
MDFY 3032- Interprofessional Practice II (6)
MDFY 3050- Newborn Feeding: Methods and Contemporary Issues (3)
MDFY 3060- Professional Issues in Midwifery (3)
MDFY 3090- Complex Care I: Clinical Practice and Tutorial (12)
MDFY 4010- Advanced Clinical Skills II (3)
MDFY 4090- Complex Care II: Clinical Practice and Tutorial (12)
MDFY 4100- Clerkship and Tutorial (12)



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

College of Nursing
Helen Glass Centre for Nursing
89 Curry Place
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-7452

Bachelor of Midwifery Program

Course Descriptions

MDFY 2010: Preparation for Professional Midwifery Education and Practice, Cr. Hrs. 3 **COURSE INTRODUCTION**

This course provides students with an understanding of the midwifery model of care in remote, rural, and urban settings in Manitoba and contrasts this model with those used in other Canadian jurisdictions and internationally. Students also learn about the historical context of midwifery and the issues related to the future of the midwifery profession in Canada, including Indigenous midwifery practices. This course introduces theories and models of teaching and learning as it relates to the health promotion of individuals, groups, and communities. Strategies for interpersonal communication and counseling are introduced.

NURS 2522: Client and Context 2: Human Diversity, Cr. Hrs. 3 **AS APPROVED**

This course provides students with knowledge of the social factors that enhance or diminish the health of individuals, families and communities. Students will also analyze the concept of client-centered care and its relevance in the practices of health care professionals. May not be held with NURS 2516. Pre or co-requisites: NURS 2500 and NURS 2520. Registration is normally restricted to students in Year 2 of the BN program.

NURS 3550: Professional Foundations 3: Evidence Informed Practice in the Health Sciences Cr. Hrs. 4 **AS APPROVED**

This course provides students with the knowledge and skills to locate and critically appraise nursing and health care literature, and to make decisions about how research knowledge can be transferred into nursing and health care practice. May not be held with the former NURS 3210. Prerequisite: NURS 2542. Registration is normally restricted to students in Year 3 of the program.

MDFY 2440: Human Reproductive Physiology (3) - (Formerly ZOOL 2140, 022.214)**COURSE INTRODUCTION**

(Lab required) This course provides an in-depth understanding of human reproduction with particular emphasis on intrinsic control mechanisms and extrinsic methods of regulation of reproduction. This course also provides the basis for the understanding of alterations from normal mechanisms of reproductive processes.

MDFY 2020: Bioscience for Midwives, Cr. Hrs. 3**COURSE INTRODUCTION**

(Lab required) This course provides an overview of the biochemical and microbiological concepts that underlie screening and diagnostic testing in the childbearing year. Content areas include practical applications of clinical chemistry, specimen collection, medical microbiology, and the interpretation of laboratory results. Prerequisites: MDFY 2010, MDFY 2440, NURS 2522, and NURS 3550.

MDFY 2030: Pharmacology for Midwives, Cr. Hrs. 3**COURSE INTRODUCTION**

This course introduces concepts of pharmacotherapeutics. It provides an overview of basic concepts in pharmacology and introduces therapeutics relevant to the pharmacological aspects of the practice of midwifery. Unifying concepts include pharmacokinetics, pharmacodynamics, toxicology, adverse reactions in pregnancy and lactation, and in the neonate. This course includes content related to traditional Indigenous midwifery practices. Prerequisites: MDFY 2010, MDFY 2440, NURS 2522, and NURS 3550.

MDFY 2040: Normal Childbearing Skills, Cr. Hrs. 6**COURSE INTRODUCTION**

(Lab required) This course provides students with fundamental theory, assessment skills, and psychomotor skills to support clinical practice in the normal childbearing year. Prerequisites: MDFY 2010, MDFY 2440, NURS 2522, and NURS 3550.

MDFY 2090: Normal Childbearing Clinical Practice and Tutorial: Cr. Hrs. 12**COURSE INTRODUCTION**

This clinical practice course enables students to apply the knowledge, skills and judgment related to the normal childbearing process to clinical practice. This course offers students the opportunity to reflect about and critically analyze clinical practice experiences and to share this analysis with their peers and instructors. This course will include content related to traditional Indigenous midwifery practices. Prerequisites: MDFY 2020, MDFY 2030, and MDFY 2040. This course is graded on a pass/fail basis.

MDFY 3010: Advanced Clinical Skills I Cr. Hrs. 3**COURSE INTRODUCTION**

(Lab required) This course provides students with a series of lectures and practical skills labs to build on clinical skills acquired in MDFY 2040 and MDFY 2090. This course expands on knowledge and skills related to intrapartum care such as, perineal repair, emergency skills, fetal health surveillance, ethical issues, and other relevant topics. Knowledge related to effective interprofessional consultation and communication is introduced. Prerequisite: MDFY 2090. This course is graded on a pass/fail basis.

MDFY 3020: Midwifery Clinical Practice and Interprofessional Roles Cr. Hrs. 3**COURSE INTRODUCTION**

This clinical practice experience focuses on preparing the student for their interprofessional placements. Students will be in midwifery clinical placements during the span of the course and complete the didactic part of this course online. This course expands on knowledge and skills related to variations in normal during the prenatal, intrapartum and postpartum periods. Knowledge related to effective interprofessional consultation and communication is reinforced. Prerequisite: MDFY 2090. This course is graded on a pass/fail basis.

MDFY 3030: Interprofessional Practice I Cr. Hrs. 6**COURSE INTRODUCTION**

This clinical practice course provides students with the opportunity to develop their skills in the provision of culturally safe care in culturally diverse settings. The tutorial offers students the opportunity to reflect about and critically analyze clinical practice experiences and to share this analysis with their peers and instructors. This course includes content related to traditional Indigenous midwifery practices. Prerequisite: MDFY 2090. This course is graded on a pass/fail basis.

MDFY 3032: Interprofessional Practice II Cr. Hrs. 6**COURSE INTRODUCTION**

This clinical practice course enables the student to advance their skills in the provision of care during the childbearing year in interprofessional clinical settings. The tutorial offers students the opportunity to reflect about and critically analyze clinical practice experiences and to share this analysis with their peers and instructors. This course includes content related to traditional Indigenous midwifery practices. Prerequisites: MDFY 3010, MDFY 3020 and MDFY 3030. This course is graded on a pass/fail basis.

MDFY 3060: Professional Issues in Midwifery, Cr. Hrs. 3**COURSE INTRODUCTION**

This course enables the student to engage in a critical analysis of ethical, professional and emerging trends in the profession of midwifery in Manitoba, Canada and the international context. This course includes content related to traditional Indigenous midwifery practices. Prerequisites: MDFY 3010, MDFY 3020 and MDFY 3030.

MDFY 3050: Newborn Feeding: Methods and Contemporary Issues, Cr. Hrs. 3**COURSE INTRODUCTION**

This course enables the student to obtain knowledge related to all methods of newborn feeding and the evidence related to the outcomes of each method. Students will also learn about strategies for promotion and support of breastfeeding. This course also addresses policy issues related to breastfeeding in the context of family systems theory and feminist theory. Prerequisites: MDFY 3010, MDFY 3020 and MDFY 3030.

MDFY 3090: Complex Care I: Clinical Practice and Tutorial, Cr. Hrs. 12**COURSE INTRODUCTION**

This clinical practice course provides students with the knowledge and skills to begin to manage pathological and high risk conditions of pregnancy, birth, and newborn care. The focus is on advanced assessment and intervention for clients requiring complex care during the childbearing year. This course will include content related to traditional Indigenous midwifery practices. Prerequisites: MDFY 3032, MDFY 3050, and MDFY 3060. This course is graded on a pass/fail basis.

MDFY 4010: Advanced Clinical Skills II, Cr. Hrs. 3**COURSE INTRODUCTION**

(Lab required) This course provides students with a series of lectures and practical skills labs to build on clinical skills acquired in MDFY 3090. This course expands on knowledge and skills related to prenatal, intrapartum and postpartum care with a focus on developing fundamental skills in managing complex care for the clients and newborns. Professional behaviour and interprofessional communication continues to be a focus. Prerequisite: MDFY 3090. This course is graded on a pass/fail basis.

MDFY 4090: Complex Care II: Clinical Practice and Tutorial, Cr. Hrs. 12**COURSE INTRODUCTION**

This clinical practice course enables the student to apply knowledge and skills related to the management of more complex and emergency care scenarios in the clinical setting. The focus is on the role of the primary midwife regarding more independent management, consultation and transfer related to these conditions. The tutorial offers students the opportunity to reflect about and critically analyze clinical practice experiences and to share this analysis with their peers and instructors. This course includes content related to traditional Indigenous midwifery practices. Prerequisites: MDFY 3090. This course is graded on a pass/fail basis.

MDFY 4100: Clerkship and Tutorial, Cr. Hrs. 12**COURSE INTRODUCTION**

This clinical practice course enables the student to demonstrate entry-level competence as a primary care provider in midwifery practice. In this course students demonstrate independent decision-making and apply full range of their academic knowledge to professional practice. This course offers students the opportunity to reflect about and critically analyze clinical practice experiences as the primary care provider, and to share this analysis with their peers and instructors. This course includes content related to traditional Indigenous midwifery practices. Prerequisites: MDFY 4010 and MDFY 4090. This course is graded on a pass/fail basis.

Appendix A

ALD/SPPC Financial Support Form



**ADVANCED LEARNING DIVISION
Program Proposal Financial Form**

Form Instructions:

1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
2. When proposing a new program expansion *Current Fiscal* should be entered in the first column.
3. If a program reaches maturity prior to *Fiscal Year 4*, remaining fiscal year columns must still be completed so that *Ongoing Program Funding* can be calculated.
4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.
5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.
6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.

Overview	
Institution:	University of Manitoba, College of Nursing
Program Name:	Bachelor of Midwifery Program
Contact Information:	Mark Boiteau, SFO College of Nursing 474-9669
Date:	Sep 7, 2018

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
REVENUE INFORMATION										
Contribution from Institution		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition		\$ -	\$ -	\$ 33,337	\$ 33,337	\$ 71,009	\$ 37,671	\$ 103,983	\$ 32,975	\$ 103,983
Student Fees		\$ -	\$ -	\$ 10,800	\$ 10,800	\$ 21,306	\$ 10,506	\$ 32,125	\$ 10,819	\$ 32,125
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution from Unit (Existing Resources)	\$ 250,000	\$ 28,800	\$ (221,200)	\$ 29,808	\$ 1,008	\$ 30,851	\$ 1,043	\$ 31,931	\$ 1,080	\$ 31,931
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Revenue (A)	\$ 250,000	\$ 28,800	\$ (221,200)	\$ 73,945	\$ 45,145	\$ 123,166	\$ 49,221	\$ 168,039	\$ 44,873	\$ 168,039

Institution:	University of Manitoba, College of Nursing									
Program Name:	Bachelor of Midwifery Program									
Contact Information:	Mark Boiteau, SFO College of Nursing 474-9669									
Date:	Sep 7, 2018									
	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
EXPENDITURE INFORMATION										
New Academic Salaries - Direct	\$ 209,182	\$ 469,800	\$ 260,618	\$ 486,243	\$ 16,443	\$ 503,262	\$ 17,019	\$ 520,876	\$ 17,614	\$ 520,876
Existing Academic Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New Professional/Support Salaries - Direct	\$ 36,645	\$ 108,000	\$ 71,355	\$ 111,780	\$ 3,780	\$ 115,692	\$ 3,912	\$ 119,742	\$ 4,049	\$ 119,742
Existing Professional/Support Salaries - Direct		\$ 28,800	\$ 28,800	\$ 29,808	\$ 1,008	\$ 30,851	\$ 1,043	\$ 31,931	\$ 1,080	\$ 31,931
Operating Expenses	\$ 30,000	\$ 130,000	\$ 100,000	\$ 92,500	\$ (37,500)	\$ 102,500	\$ 10,000	\$ 112,500	\$ 10,000	\$ 112,500
Student Support		\$ -	\$ -	\$ 25,000	\$ 25,000	\$ 35,000	\$ 10,000	\$ 50,000	\$ 15,000	\$ 50,000
Indirect Salary Expenses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Overhead		\$ -	\$ -	\$ 9,251	\$ 9,251	\$ 19,705	\$ 10,454	\$ 28,855	\$ 9,150	\$ 28,855
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Expenditures (B)	\$ 275,827	\$ 736,600	\$ 460,773	\$ 754,582	\$ 17,982	\$ 807,010	\$ 52,428	\$ 863,904	\$ 56,894	\$ 863,904

ALD Form

Institution:	University of Manitoba, College of Nursing			
Program Name:	Bachelor of Midwifery Program			
Contact Information:	Mark Boiteau, SFO College of Nursing 474-9669			
Date:	Sep 7, 2018			
Tuition Generated	-	44,137	92,315	136,108
Tuition allocated	-	44,137	92,315	136,108
Difference in tuition	-	-	-	-
From SPPC Form:				
Program Revenue	-	44,137	92,315	136,108
Existing Resources	28,800	29,808	30,851	31,931
Total Revenue (A) from SPPC Form	28,800	73,945	123,166	168,039
Total Revenue ALD Form	\$ 28,800	\$ 73,945	\$ 123,166	\$ 168,039
Difference (S/b = difference in tuition)	-	-	-	-
Total Costs from SPPC	736,600	754,582	807,010	863,904
Total Cost from ALD	736,600	754,582	807,010	863,904
Difference (S/b zero)	-	-	-	-
Revenue less Expenditures and Capital (A-(B+C))	\$ (707,800)	\$ (680,637)	\$ (683,844)	\$ (695,864)
	\$ -	\$ -	\$ -	\$ -

SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)

New Program Approval - Financial Form

FACULTY / SCHOOL College of Nursing

PROGRAM Bachelor of Midwifery Program

1. STAFFING REQUIREMENTS (FTE)	Year 1	Year 2	Year 3	Year 4	Year 5
New Academic Positions (FTE) (Appendix A)	4.00	4.00	4.00	4.00	4.00
New Professional and Support Positions (FTE) (Appendix A)	1.50	1.50	1.50	1.50	1.50
New Indirect Staff (FTE) (Appendix A)	-	-	-	-	-
Subtotal Staffing Requirements (FTE)	6	6	6	6	6

2. PROGRAM COSTSDirect Program Costs

New Academic Salaries (incl bpl) (Appendix A)	\$ 469,800	\$ 486,243	\$ 503,262	\$ 520,876	\$ 539,106
Existing Academic Salaries (incl bpl) (Appendix A)	-	-	-	-	-
New Professional/Support Salaries (incl bpl) (Appendix A)	108,000	111,780	115,692	119,742	123,932
Existing Professional/Support Salaries (incl bpl) (Appendix A)	28,800	29,808	30,851	31,931	33,049
Operating Expenses (Appendix B)	130,000	92,500	102,500	112,500	112,500
Student (Graduate/Undergraduate) Support (Appendix C)	-	25,000	35,000	50,000	50,000
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
Subtotal Direct Program Costs	\$ 736,600	\$ 745,331	\$ 787,305	\$ 835,048	\$ 858,587

SPPC Form

Indirect Program Costs

New Indirect Salary Expenses (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	-	-	-	-	-
Tax on Grant and Tuition Revenue	-	5,917	12,604	18,457	19,657
Administrative Overhead	-	3,334	7,101	10,398	11,074
Subtotal Indirect Program Costs	\$ -	\$ 9,251	\$ 19,705	\$ 28,855	\$ 30,731

Total Program Costs (Direct & Indirect)	\$ 736,600	\$ 754,582	\$ 807,010	\$ 863,904	\$ 889,318
---	------------	------------	------------	------------	------------

3. ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrolment (headcount)	-	6	12	18	18
Expected Enrolment (credit hours)	-	216	432	594	594

4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL

Operating Grant Revenue (see note)	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	-	33,337	71,009	103,983	110,742
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	10,800	21,306	32,125	32,598
• Other Compulsory Student Fees	-	-	-	-	-
Other revenue					
Total Program Revenue	\$ -	\$ 44,137	\$ 92,315	\$ 136,108	\$ 143,340

5. EXISTING RESOURCES

From Operations:					
Academic Salaries (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Professional and Support Salaries (Appendix A)	28,800	29,808	30,851	31,931	33,049
Indirect Salaries (Appendix A)	-	-	-	-	-
Current/prior years surplus (carryover)					
From Other Sources:					
Subtotal Existing Resources	\$ 28,800	\$ 29,808	\$ 30,851	\$ 31,931	\$ 33,049

SPPC Form

6. Program shortfall (surplus) (Program Costs -Program Revenue - Existing Resources)	\$ 707,800	\$ 680,637	\$ 683,844	\$ 695,864	\$ 712,930
Internal Funds Requested through Strategic Allocation					
Funds Requested of the Provincial Government	707,800	680,637	683,844	695,864	712,930
Balance (should be zero)	\$ -	\$ -	\$ -	\$ -	\$ -

Submitted by Faculty/School Budget Officer (signature)

Date

OCT 24 2018

Reviewed by Graduate Studies Business Manager
(For graduate program submissions only)

Date

Chester
Wojciechowski

Oct. 26/18

Reviewed by University Budget Officer (signature)

Date

Average Salary Increase 3.5%
Average Benefits and Pay Levy 20%

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Academic										
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	1.00	115,000	1.00	119,025	1.00	123,191	1.00	127,503	1.00	131,965
Lecturer/Instructor/Sessionals	3.00	276,500	3.00	286,178	3.00	296,194	3.00	306,560	3.00	317,290
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal New Academic Salaries	4.00	391,500	4.00	405,203	4.00	419,385	4.00	434,063	4.00	449,255
Benefits and Pay Levy		78,300		81,041		83,877		86,813		89,851
Total New Academic Salaries (including BPL)	4.00	\$ 469,800	4.00	\$ 486,243	4.00	\$ 503,262	4.00	\$ 520,876	4.00	\$ 539,106
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	1.50	90,000	1.50	93,150	1.50	96,410	1.50	99,785	1.50	103,277
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Professional and Support Staff	1.50	90,000	1.50	93,150	1.50	96,410	1.50	99,785	1.50	103,277
Benefits and Pay Levy		18,000		18,630		19,282		19,957		20,655
Total New Professional and Support Staff (incl. BPL)	1.50	\$ 108,000	1.50	\$ 111,780	1.50	\$ 115,692	1.50	\$ 119,742	1.50	\$ 123,932
Indirect Staff (Within your faculty/school)										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal New Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total New Indirect Staff (including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Total New Staff		\$ 577,800		\$ 598,023		\$ 618,954		\$ 640,617		\$ 663,039

Appendix A - Salary Expenses

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

EXISTING (Within your faculty/school)	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Academic										
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	-	-	-	-	-	-
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Academic Salaries	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total Existing Academic Salaries (including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	0.40	24,000	0.40	24,840	0.40	25,709	0.40	26,609	0.40	27,541
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Professional and Support Staff	0.40	24,000	0.40	24,840	0.40	25,709	0.40	26,609	0.40	27,541
Benefits and Pay Levy		4,800		4,968		5,142		5,322		5,508
Total Existing Professional and Support Staff (incl. BPL)	0.40	\$ 28,800	0.40	\$ 29,808	0.40	\$ 30,851	0.40	\$ 31,931	0.40	\$ 33,049
Indirect Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
Subtotal Existing Indirect Staff	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
Total Existing Indirect Staff (including BPL)	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Total Existing Staff		\$ 28,800		\$ 29,808		\$ 30,851		\$ 31,931		\$ 33,049
GRAND TOTAL		\$ 606,600		\$ 627,831		\$ 649,805		\$ 672,548		\$ 696,087

Appendix B - Operating Expenses

SENATE PLANNING AND PRIORITY COMMITTEE NEW PROGRAM APPROVAL PROCESS

	<u>Direct Expenses</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	\$ 40,000	\$ 25,000	\$ 15,000	\$ 15,000	\$ 15,000
701BGT	Hospitality - Budget	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
704BGT	Printing and Duplicating - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
706BGT	Consumable Materials/Supplies Budget (includes computers)	\$ 45,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
708BGT	Telecommunications - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
710BGT	Other Expenses (Nonconsumable) Budget	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
713BGT	Insurance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
716BGT	Externally Contracted Serv - Budget	\$ 10,000	\$ 12,500	\$ 32,500	\$ 37,500	\$ 37,500
718BGT	Professional Fees - Budget	\$ 20,000	\$ 20,000	\$ 20,000	\$ 25,000	\$ 25,000
740BGT	Repairs and Maintenance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Direct Operating		\$ 130,000	\$ 92,500	\$ 102,500	\$ 112,500	\$ 112,500

Appendix C - Student Support

SENATE PLANNING AND PRIORITY COMMITTEE NEW PROGRAM APPROVAL PROCESS

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
7700	Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -
7710	Bursaries	\$ -				
7720	Awards		\$ 25,000	\$ 35,000	\$ 50,000	\$ 50,000
Subtotal Operating		\$ -	\$ 25,000	\$ 35,000	\$ 50,000	\$ 50,000

Appendix D - Capital Costs

SENATE PLANNING AND PRIORITY COMMITTEE
NEW PROGRAM APPROVAL PROCESS

Capital Item	Year 1			Year 2			Year 3			Year 4			Year 5		
	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total
Major Equipment	-	\$ -	\$ -			\$ -			\$ -			\$ -	-	\$ -	\$ -
Vehicles	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Renovations			\$ -			\$ -			\$ -			\$ -	-		\$ -
Furniture	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Other (<i>list</i>)			-			-			-			-	-		-
...															
Subtotal Operating			<u><u>\$ -</u></u>			<u><u>\$ -</u></u>			<u><u>\$ -</u></u>			<u><u>\$ -</u></u>			<u><u>\$ -</u></u>

Appendix E - Tuition

Fee Increase 6.5%
Clinical Fee Increase 1.5%

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

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount					
Undergraduate	-	6	12	18	18
Graduate					
Graduate (continuing only)					
Credit Hours					
Undergraduate	-	216	432	594	594
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	\$ 144.92	\$ 154	\$ 164	\$ 175	\$ 186
Undergraduate	-	33,337	71,009	103,983	110,742
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)		\$ -	\$ -	\$ -	\$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
Total Tuition Fees	\$ -	\$ 33,337	\$ 71,009	\$ 103,983	\$ 110,742
• Continuing Fee - (enter annual continuing fee in yr 2)		\$ -	\$ -	\$ -	\$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
<i>Clinical Course Fee- \$1700 per student annual</i>		10,200	20,706	31,525	31,998
<i>Technology Fee- Birth Log Acces Database (McMaster) one time fee \$100</i>		600	600	600	600
Total Program/Course Specific Fees	\$ -	\$ 10,800	\$ 21,306	\$ 32,125	\$ 32,598

TOTAL TUITION AND FEES GENERATED BY THE PROGRAM	\$ -	\$ 44,137	\$ 92,315	\$ 136,108	\$ 143,340
--	------	-----------	-----------	------------	------------

3. TUITION REVENUE ALLOCATED TO THE FACULTY					
• Credit Hour Based - Undergraduate (enter amount)		33,337	71,009	103,983	110,742
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	10,800	21,306	32,125	32,598
• Other Compulsory Student Fees (enter amount)					
TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY	\$ -	\$ 44,137	\$ 92,315	\$ 136,108	\$ 143,340

Operating Worksheet

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5	
700BGT	Travel and Conferences	\$ 45,000	\$ 30,000	\$ 20,000	\$ 20,000	\$ 20,000	
7001	Travel Academic	20,000	20,000	10,000	10,000	10,000	
7002	Travel Administration						
7003	Relocation						
7004	Staff Recruitment	20,000	5,000	5,000	5,000	5,000	Orientation
7005	Field Trips						
7006	Team Travel						
7007	Local Travel						
7009	Student Recruitment						
7010	Student Travel						
7130	Airfare						
7131	Accommodation						
7132	Meals (Per Diem-No receipts)						
7133	Meals (with receipts)						
7134	Mileage (Km's)						
7135	Parking						
7136	Car Rental						
7137	Conference Registration						
7138	Taxis						
7139	Misc Travel/Incidentals						
7676	Hospitality	5,000	5,000	5,000	5,000	5,000	
704BGT	Printing and Duplicating - Budget	\$ -	\$ -	\$ -	\$ -	\$ -	
7040	Printing						
7041	Copying						
706BGT	Consumable Materials/Supplies Budgt	\$ 45,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	
7060	Office Supplies	5,000	5,000	5,000	5,000	5,000	
7061	Lab Supplies	5,000	5,000	5,000	5,000	5,000	Sim Lab supplies
7062	Audio Visual Supplies						
7063	Agricultural Supplies						
7064	Safety Supplies						
7065	Sports and Athletic Supplies						
7066	Books and Subscriptions	5,000	2,500	2,500	2,500	2,500	
7067	Other Supplies	18,000	5,500	5,500	5,500	5,500	Office Furniture, setup, phones
7068	Computing Supplies	12,000	2,000	2,000	2,000	2,000	Computer purchase and supplies
7069	Maintenance and Cleaning Supplies						
7070	Dental Supplies						
7071	Equipment Foreign Operations						
7072	Supplies Foreign Operations						

Operating Worksheet

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5	
708BGT	Telecommunications - Budget	\$ -	\$ -	\$ -	\$ -	\$ -	
	7080 IST Telecommunications						
	7082 Physical Plant Postage						
	7085 Departmental Communications						
710BGT	Other Expenses (Nonconsumable) Budgt	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	
	7100 Affiliated Personnel Costs						
	7101 Professional Development	10,000	10,000	10,000	10,000	10,000	Support faculty towards Masters, Bridging education
	7102 Professional Memberships						
	7103 Conferences/Events Hosted by U of M						
	7104 Other Services						
	7106 Bad Debts						
	7107 Advertising and Promotion						
	7108 Licenses and Permits						
	7109 Software Maintenance						
	7110 Staff Benefits						
	7111 Other Non-Consumable Expenses						
	7114 Internal Financing Expense						
	7116 Internal Services Expense						
718BGT	Professional and External Services	\$ 30,000	\$ 32,500	\$ 52,500	\$ 62,500	\$ 62,500	\$10K Preceptor Training (Y1-Y5), \$2500 Library (Y2-Y5), \$20K Preceptor Payments (Y3-Y5)
	7160 Externally Contracted Services	10,000	12,500	32,500	37,500	37,500	
	7180 Professional Fees	20,000	20,000	20,000	25,000	25,000	\$20K Program Setup (Y1)/\$20K Sessional (Y2-Y5)
	7185 Investment Management Expenses						\$5K Standardized Patients (Y4-Y5)
740BGT	Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	
	7400 Equipment Repairs & Maintenance						
	7401 Building Repairs & Maintenance						
	7402 Equipment Rental						
	7403 Grounds Maintenance						

<u>FTE</u>	<u>Title</u>	<u>Base</u>	<u>Total Salaries</u>	<u>Total Benefits</u>	
				22.15%	
1	Director	\$ 57,500	\$ 57,500	\$ 12,736	.5 already budgeted
2	Instructor 2	\$ 95,000	\$ 190,000	\$ 42,085	New Hire
1	Clinical Coordinator/ Instructor 2	\$ 95,000	\$ 95,000	\$ 21,043	New Hire
1	Office Assistant 4	\$ 60,000	\$ 60,000	\$ 13,290	New Hire
0.5	Student Services/ Policy Admin (OA4)	\$ 60,000	\$ 30,000	\$ 6,645	New Hire
0.2	ANCI Coordinator	\$ -	\$ -	\$ -	Existing Role
0.2	Counsellor	\$ -	\$ -	\$ -	Existing Role
	Total		\$ 432,500	\$ 95,799	

\$ 528,299 Total Salaries and benefits

\$ 418,364 Salaries and benefits of academic new hires

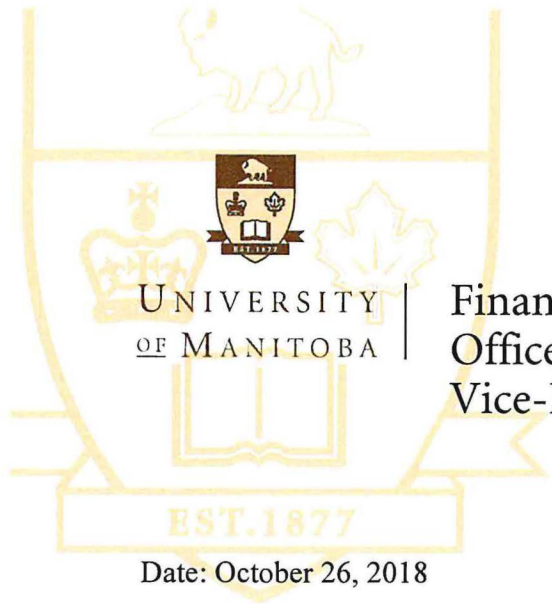
\$ 109,935 Salaries and benefits of support new hires

Annual increase	3.50%
-----------------	-------

<u>Role</u>	<u>Current</u> 2018/19	<u>Pre-Professional</u> <u>Year 1</u> 2019/20	<u>Year 2</u> 2020/21	<u>Year 3</u> 2021/22	<u>Year 4</u> 2022/23
Director	\$ 35,118	\$ 72,695	\$ 75,239	\$ 77,872	\$ 77,872
Instructor 2	\$ 116,043	\$ 240,208	\$ 248,615	\$ 257,317	\$ 257,317
Clinical Coordinator	\$ 58,021	\$ 120,104	\$ 124,308	\$ 128,658	\$ 128,658
Office Assistant 4	\$ 36,645	\$ 37,928	\$ 39,255	\$ 40,629	\$ 40,629
Student Services		\$ 36,645	\$ 37,928	\$ 39,255	\$ 39,255
Totals	\$ 245,827	\$ 507,579	\$ 525,344	\$ 543,731	\$ 543,731

<u>Courses</u>	<u>Type</u>	<u>Credit Hours</u>	<u>Teaching Hours</u>	
MDFY 2000	Theory	3	129	
MDFY 2010	Theory	2	84	
MDWY 2040	Theory	3	129	
MDWY 2040	Lab	3	91	Lab Instructor (6 hrs x 13 weeks + 1 hr x 13 weeks prep)
MDFY 2060 2090	Clinical	9	58	
MDFY 2060 2090	Theory	3	129	
MDFY AAA	Theory	3	129	
MDFY 3030	Clinical	6	58	course lead similar to NP program (preceptor based clinical model) 10 hours a course as leader, 8 hours per student they follow
MDFY XXX	Clinical	6	58	
MDFY 4020	Theory	3	129	
MDFY 3000	Clinical	9	58	
MDFY 3000	Theory	3	129	
MDFY 4000	Clinical	9	58	
MDFY 4000	Theory	3	129	
MDFY 4010	Clinical	9	58	
MDFY 4010	Theory	3	129	
Total			1555	Total teaching hours for Mid Wife Program
			1344	Per Instructor allocated based on teaching guidelines

<u>Description</u>	<u>Credit Hours</u>	<u>Class Time/ Week</u>	<u>Prep Time/ Week</u>	<u># of Weeks</u>	<u>Sub-Total</u>	<u>Outside Student Contact Hours</u>	<u># of Weeks</u>	<u>Sub-total</u>	<u>Student Assessment</u>	<u># of Students</u>	<u>Training of T/A or G/M (not required)</u>	<u>Sub-Total</u>	<u>TOTAL</u>
Undergraduate Courses													
Theory Course	2	2	2	13	52	2	13	26	1	6		6	84
	3	3	3	13	78	3	13	39	2	6		12	129
	4	4	4	13	104	4	13	52	3	6		18	174
	6	5	5	13	130	5	13	65	4	6		24	219



Financial Planning Office
Office of the
Vice-President (Administration)

111 Administration Building
Winnipeg, Manitoba
Canada, R3T 2N2
Telephone (204) 474-9777
Fax (204) 261-1318

Date: October 26, 2018

To: Dr. Brian Postl,
Dean and Chair of the Rady Faculty of Health Sciences Faculty Executive Council

From: Giselle Martel, Executive Director, Financial Planning and Budgeting

RE: Bachelor of Midwifery Program - Financial Form Review

The Financial Planning Office has reviewed the New Program Approval - Financial Form associated with the proposed Bachelor of Midwifery program.

Through follow-up discussions with the unit, the budgetary details appear reasonable.

Sign-off on the New Program Approval - Financial Form has been provided, subject to further discussion with the Financial Planning Office and the Provost's Office regarding the proposed clinical fee prior to implementation.

cc. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Netha Dyck, Dean, College of Nursing
Nathan Dueck, Director of Finance, Rady Faculty of Health Sciences
Mark Boiteau, Senior Financial Officer, College of Nursing
Cassandra Davidson, Academic Programs Specialist

Appendix B

Admission Criteria



Policy Name: Admission Requirements for the Bachelor of Midwifery Program

POLICY AND PROCEDURE STATEMENTS

The Bachelor of Midwifery Program recommends that the following policy be approved:

- Specific admission requirements set out by the College of Nursing for the Bachelor of Midwifery Program:
 - Successful completion of the following courses with a minimum grade of “C” in each course. All required courses must be at a 1000 level or higher.

Table 1: University 1 (Pre-Midwifery Year) (30 Credit Hours)

BIOL 1410	Anatomy of the Human Body ¹	3
BIOL 1412	Physiology of the Human Body ¹ OR	3
BIOL 2410 & BIOL 2420	Physiology 1 AND Physiology 2	6
MBIO 1220	Essentials of Microbiology ¹ OR	3
MBIO 3010	Mechanisms of Microbial Disease	3
STAT 1000	Basic Statistical Analysis ³	3
CHEM 1300	University 1 Chemistry: Structure and Modelling in Chemistry ³	3
CHEM 1310	University 1 Chemistry: An Introduction to Physical Chemistry	3
Native Studies elective ¹ & ²		3
Science Electives ¹ & ³		3
Social Sciences or Humanities Electives ¹		6

¹ All courses can be completed in University 1, or an equivalent program, if students do not wish to extend their program of study.

² NATV 3240: Indigenous Medicine and Health is the preferred elective and should be taken if it is offered during the time the student is fulfilling University 1 or pre-midwifery year course requirements. Other Native Studies courses or equivalents are acceptable if NATV 3240 is not offered.

³ Science Prerequisites. Students must meet the current Science prerequisites before registration for Science courses. See the Faculty of Science section in the Academic Calendar for the current prerequisites. It is recommended the above prerequisites have been completed within the last five years. Math 40S is a prerequisite for MBIO 1220. Any grade 12 or 40S Mathematics, or equivalent is a prerequisite for STAT 1000. Students should have a minimum of two years of previous high-school chemistry study (Chemistry 40S or its equivalent, such as CHEM 0900) which is the prerequisite for CHEM 1300.

- All of the courses used to meet the admission requirements for the Bachelor of Midwifery Program must be transferrable for credit into the Bachelor of Midwifery Program. Non-midwifery and non-nursing courses must be completed within 10 years; and midwifery and nursing courses must be completed within 5 years of admission to the program in order to be eligible for admission and transfer credit.
- An adjusted Grade Point Average (AGPA) of at least 2.5 is required.

- The AGPA will be calculated as follows: $(0.3 \times \text{the core course average}) \text{ PLUS } (0.7 \times \text{the average of the most recent 45 credit hours})$.
- The core course average will be calculated on the most recent attempts of the following courses:
 - BIOL 1410
 - BIOL 1412 OR BIOL 2410 & BIOL 2420
 - MBIO 1220 OR MBIO 3010
 - NATV elective course

The most recent 45 credit hours will be based on the most recently completed 45 credit hours of university level course work, including the original grades of any repeated courses if these fall within the most recent 45 credit hours. The 45 credit hours will be limited to courses completed within the past ten years.

- Meet the University of Manitoba Written English requirement. The proposed policy re: the “W” and “M” requirements requires students must meet the University of Manitoba Written English and Mathematics Requirements with a University level course completed within the last 10 years, must be at the 1000 level (or higher), and with a minimum grade of C in each.
- Registration in the Bachelor of Midwifery Program will be restricted to Canadian citizens and permanent residents. Preference will be given to Manitoba residents. See definition 2.5.
- In the event of a tie, the following procedure will be used: 1) Increase the number of significant figures used in the calculation; 2) Where a tie still exists, the application that was received first will be used to break the tie. All completed applications are time stamped upon submission; in the case of a paper application, these applications will be time stamped after they have been entered into the system by a University of Manitoba Admissions Office staff member.



Policy Name: Applicants Who have Previously Attended but not completed a Midwifery Program

POLICY AND PROCEDURE STATEMENTS

- Applicants who have attended but have not completed a midwifery program, the completion of which would result in the graduate's eligibility to write the Canadian Midwifery Registration Exam (or equivalent) in order to qualify for registration to practice as a Registered Midwife, must meet admission requirements including the competitive AGPA in the year of application; apply for admission by the application deadline; and provide supplementary information, including the name of the Dean, Director, Head, or Coordinator of the Midwifery Program in which the student was previously registered. This individual will be contacted by the College of Nursing.
- The Advanced Standing and Admissions Committee reserves the right to deny admission to the Bachelor of Midwifery Program based on any of the supplementary information. Applicants who would be eligible to register in third or fourth year courses will be considered for admission only if space is available.
- Appeals of decision are limited to the question of procedural regularity only. The merits of the decision are not subject to review.



Policy Name: Applicants with Previous Bachelor of Midwifery Program Degree

POLICY AND PROCEDURE STATEMENTS

- Applicants who have previously completed a Bachelor of Midwifery or equivalent program in Canada or the United States are not eligible for admission to the Bachelor of Midwifery Program in the College of Nursing at the University of Manitoba.



Policy Name: Provisional Admission - Non-Academic Admission Requirements

POLICY AND PROCEDURE STATEMENTS

- All successful applicants to the BMP are admitted provisionally pending compliance with the non-academic admission requirements of the College of Nursing. Failure to meet the requirements by July 15 will result in the offer of admission being revoked.
- Criminal Record Search Certificate:
Following provisional admission to the BMP, applicants must provide a Criminal Record Search Certificate, including Vulnerable Sector Search, by July 15. A criminal conviction will not necessarily result in denial of admission to the College of Nursing. Criminal offences will be reviewed by a sub-committee of the College of Nursing's Advanced Standing and Admissions Committee for the implications of the conviction in view of the professional mandate to protect the public. Failure to disclose any criminal record will invalidate an applicant's application and shall result in automatic expulsion from the College of Nursing if the applicant has been admitted.
- Child Abuse Registry Check:
Following provisional admission to the BMP, applicants must provide a Child Abuse Registry check by July 15. Any applicant listed on the Child Abuse Registry will be denied admission.
- Adult Abuse Registry Check:
Following provisional admission to the BMP, applicants must provide an Adult Abuse Registry check by July 15. A listing on the Adult Abuse Registry will not necessarily result in denial of admission to the College of Nursing. The circumstances under which the listing on the Registry occurred will be reviewed by the College of Nursing's Advanced Standing and Admissions Committee for the implications of the listing in view of the professional mandate to protect the public. Failure to disclose a listing on the Adult Abuse Registry will invalidate an applicant's application and shall result in automatic expulsion from the College of Nursing if the applicant has been admitted.
- Immunization:
A complete immunization record is an admission requirement for the BMP. Additionally, students are required to obtain the influenza vaccine annually. Immunizations and tests do NOT need to be completed prior to the start of classes. Students who are offered admission will be sent an "Immunization Package" for completion (due: July 15 for Fall intake)
- CPR Certification:

CPR certification at the Health Care Provider Level is a requirement for admission to the BMP and proof of certification must be submitted by July 15. Certification must be valid until the end of the academic year (i.e., April); therefore, should not be obtained before April 1st.

- Respirator Mask-Fit Testing:

Applicants must be fit-tested with the respirator mask that is used in the event that airborne precautions are required in clinical agencies. Official proof of the mask-fit test must be submitted to the College of Nursing by July 15.

- Personal Health Information Act (PHIA) Training:

Bachelor of Midwifery Program students will receive training during mandatory student orientation at the end of August/beginning of September. No documentation is required prior to orientation.



Policy Name: Special Consideration - Indigenous Category

POLICY AND PROCEDURE STATEMENTS

- Eligibility Requirements
 - Applicants to this category must be from First Nations, Metis, or Inuit populations of Canada. Applicants must meet the academic admission requirements including the minimum AGPA of 2.5. Applicants do not have to meet the competitive AGPA of admitted students in the admission year.
- Up to 3 admissions spaces may be offered to applicants in the Special Consideration – Indigenous Category. Of the 3 admission spaces, up to 2 spaces may be offered to Indigenous students who are Manitoba residents and who reside in northern Manitoba. Northern Manitoba is defined as the part of Manitoba that is north of the 53rd parallel.

The University of Manitoba defines Manitoba applicants as those who:

- *have graduated from a Manitoba high school; or*
- *have a recognized degree from a university in Manitoba; or*
- *have completed a minimum of two consecutive years of full-time academic studies in a recognized program at a university in Manitoba, while physically residing in Manitoba; or*
- *have been a resident in the Province of Manitoba for a minimum of two (2) years following high school graduation; the two-year residence period will not be considered broken where the Admissions Committee is satisfied that the applicant was temporarily out of the province on vacation, in short-term volunteer work or employment, or as a full-time student.*
- The Advanced Standing and Admissions Committee via the UM Admissions Office shall not be bound to admit the maximum number of applicants in the Special Consideration - Indigenous Category in any given year.
- Selection is determined by the Advanced Standing and Admissions Committee (Special Considerations Subcommittee). The Advanced Standing and Admissions Committee reserves the right to deny admission to Bachelor of Midwifery Program based on any of the supplementary information. The Advanced Standing and Admissions Committee reserves the right to consider the applicant who has applied for Special Consideration -Indigenous Category under the regular admission category, if it benefits the applicant. Applicants who are not selected for Special Consideration - Indigenous Category will be placed in the regular admission category. Appeals of decisions are limited to questions of procedural regularity only. The merits of the decision are not subject to review.
- Applicants must complete the following no later than May 1:
 - A supplementary application form that is made available with the online application.
 - Proof of First Nations, Metis or Inuit ancestry. This proof can appear as a:
 - Copy of a Status or Treaty card
 - Copy of a Metis membership card
 - Letter from Band Office, Metis Local, Metis Community or Metis Elder
 - Copy of a Nunavut Trust Certificate card

-Roll number or any other proof accepted by Inuit communities

- Enquiries may be made to Enrolment Services regarding other acceptable documentation
- Applications that are missing any information will not be considered.
- Special Consideration Selection Procedure:
 - The supplementary application forms of applicants who meet the eligibility requirements will be evaluated by the Advanced Standing and Admission Committee. Each member of the committee will score the supplementary information individually. The scores will be averaged to determine the score (out of a maximum of 40) to be used in the admission score calculation.
 - The admission score will be calculated from the AGPA and supplementary scores. The AGPA will contribute 60% to the final score. The supplementary score will contribute 40 % of the admission score. The highest possible admission score is 100. The admission score is calculated in the following way:
 - $$\frac{(\text{AGPA} \times 60)}{4.5} + \text{Supplementary Score}$$
 - The Admission Scores will be ranked. The students with the highest admission scores will be considered for admission. Up to 3 admissions spaces may be offered to applicants to the Special Consideration - Indigenous Category. The Admissions Committee shall not be bound to admit the maximum number of applicants in the Indigenous category in any given year.
 - In the event of a tie, the following procedure will be used:
 - Increase the number of significant figures used in the calculation
 - Where a tie still exists, the application that was received first will be used to break the tie. All completed applications are time stamped upon submission; in the case of a paper application, these applications will be time stamped after they have been entered into the system by a University of Manitoba Admissions Office staff member.

Appendix D

Academic Regulations



Policy Name: Academic Progression

POLICY AND PROCEDURE STATEMENTS

- Students are required to obtain a minimum of “C” grade (2.0) in every course, and a Degree GPA of 2.5 in order to graduate. A final grade of “D” in a standard grade course or “Fail” in a Pass/Fail course taken to complete the degree requirement is considered a failure.
- Students shall be evaluated at the conclusion of each academic term in which they receive a final grade in a minimum of 6 credit hours of course work. Students who do not complete the minimum credit hours in one term will be assessed on the combined course work over two terms or more when they reach the threshold of 6 credit hours.
- The final term of the BMP will be excluded from assessment providing the student meets graduation requirements. Students are required to have a minimum Degree GPA of 2.5 and no Fails to be eligible for graduation. Academic assessment is based on the following:
 - Good Academic Standing: A student with a TGPA of 2.5 or higher, and/or no failed courses, will be assessed “College Minimum Met”
 - Academic Warning: A student will receive an Academic Warning if the student’s TGPA drops below 2.5 a first time, OR the student receives a grade of “Fail” a first time. *Procedure:* Students who receive an academic warning will be given the option of remediation, and will be required to meet with a Student Advisor at least once during the following term of study.
 - Academic Probation: A student will be placed on Academic Probation if the student’s TGPA drops below 2.5 a second time, OR the student received a grade of “Fail” and the student has previously had a TGPA below 2.50 in one previous term, OR the student’s TGPA drops below 2.50 and the student has a “Fail” in a previous term. A formal remediation plan will be mandatory for students on academic probation.

Procedures:

- The remediation plan will be developed by the Associate Dean, Undergraduate Programs, or designate with the active participation of the student.¹
- The remediation plan will be based on an assessment of the student’s current academic status and identified learning needs.
- The student may be required to repeat selected Midwifery courses.
- If any courses are repeated, the student will be subject to all academic regulations related to final grades in repeated courses and the number of failures allowed in any given course or sequence of courses in the BMP.
- Students will be allowed to register in courses that they are required to repeat after students who are taking the course for the first time have had the opportunity to register and availability of space in the course can be confirmed.

¹ The inclusion of a designate will allow the Associate Dean to involve the Chair of the College of Nursing Accommodation Team if the student’s academic issues include the need for accommodation related to a recognized disability.

- The student will be required to meet with a Student Advisor at least twice during the following term of study.
- If there are non-academic issues interfering with the student's academic progress, the student will be required to make every effort to deal with and resolve those issues during the period of academic probation.
- Where indicated, a student will be referred to student support services for information and guidance. Any student subsequently registered with Student Accessibility Services and requiring accommodation will be referred to the College of Nursing Accommodation Team.

- Suspension:

A student will be placed on Suspension if the student's TGPA drops below 2.5 a third time, OR the student receives a grade of "Fail" and the student has previously had a TGPA below 2.50 in two previous terms, OR the student's TGPA drops below 2.50 for a second time and the student has a "Fail" in an additional previous term. Students who are suspended shall be ineligible to take any courses at the UM; or on a letter of permission for a minimum of eight, and a maximum of 16, calendar months. In the instance where the suspension makes it impossible for students to complete the program within 6 years of commencement of the program, students will not be eligible for a program extension.

- Procedures:

- The time period for the suspension actually served by the student is contingent on the program timetable and course availability.²
 - Students who wish to continue their studies in the BMP must submit a written application for reinstatement to the Associate Dean, Undergraduate Programs, according to the deadlines below and should consult with a student advisor.
 - The written application must specifically address the academic and non-academic issues that affected their academic standing prior to their academic suspension and describe how these issues have been addressed and/or resolved. This information should include, at a minimum:
 - An outline of what they have been doing during their time away from the BMP (e.g., developing good study habits, attending counseling, etc.);
 - An explanation of what has changed to make it more likely that they will be successful, and their plan for success if reinstated; and
 - An academic plan for the rest of their program.
 - Each request will be considered on a case by case basis and BMP reserves the right to deny a student's request for reinstatement.³
 - Students who are reinstated or who are actively under consideration for reinstatement will be subject to the following procedures with respect to their course registrations. Students who are suspended at the end of Fall Term (as of January) will:
 - Request reinstatement by May 1⁴ of the same year in which they were suspended;
 - Be given a final decision by May 15;
 - Register for courses during the registration period; and
 - Proceed to course work in Fall OR Winter Term
 - Students who are suspended at the end of Winter Term (as of May) will:
 - Request reinstatement by October 1 of the same year;
 - Be given a final decision by October 15;
 - Register for Winter Term courses
 - Proceed to course work in Winter term subject to space availability
- OR

² The range of time from academic suspension to reinstatement depends on when the suspension begins and when the courses the student must take next are available.

³ The BMP wishes to retain the right not to reinstate students who have not resolved the academic or non-academic issues that resulted in their suspension and who are at high risk of continuing to experience academic problems in the BMP.

⁴ This deadline is the same as the deadline set out in the proposed Leave of Absence policy for the BMP. The same deadlines are imposed for students in the Bachelor of Nursing Program.

- Request reinstatement by January 1 of the following year;
- Be given a final decision by January 15;
- Register for Summer Term courses during the registration period; and
- Proceed to course work in Summer Term subject to space availability

OR

- Request reinstatement by May 1 of the following year;
- Be given a final decision by May 15;
- Register for Fall Term courses during the registration period; and
- Proceed to course work in Fall term subject to space availability

- Students who are suspended at the end of Summer Term (as of September) will:

- Request reinstatement by January 1 of the following year;
- Be given a final decision by January 15;
- Register for Summer Term courses during the registration period; and
- Proceed to course work in Summer term subject to space availability

OR

- Request reinstatement by May 1 of the following year;
- Be given a final decision by May 15;
- Register for Fall Term courses during the registration period; and
- Proceed to course work in Fall term subject to space availability

- Students who do not apply for reinstatement by this deadline will be considered as having withdrawn from the BMP and will not be permitted to return.
- Students who are permitted to return from suspension will be required to meet with a Student Advisor to plan their program.

- Required to Withdraw

Students who have been permitted to return from Suspension and whose TGPA drops below 2.5, or receives a grade of “Fail” will be Required to Withdraw. Students who are Required to Withdraw are ineligible for re-admission to the BMP.



Name of Policy: Attendance

POLICY AND PROCEDURE STATEMENTS

- Attendance at all courses in the BMP is expected of all students. This includes online courses, where attendance will be interpreted as regular and consistent participation in the course. Students absent from class or practice due to illness or a family medical emergency must notify their course leaders and the Program Director as soon as possible.
- At the discretion of the Director, Bachelor of Midwifery Program, documentation confirming the reason for the absence may be requested. In the case of an illness, the student may be required to present a certificate of illness signed by a health care provider.
- Absence for compassionate reasons will be considered on an individual basis by the Director, Bachelor of Midwifery Program.
- Students who miss classes for any reason are responsible for taking the initiative to ensure that they have achieved the learning outcomes set out for that class. Where absence involves clinical/clerkship courses, make-up time may be required if it can be arranged.
- Penalty for Non-Compliance with the Attendance Policy: A student may be debarred from any course or examination in the BMP by action of the Associate Dean, Undergraduate Programs for persistent non-attendance which does not meet the exceptions set out in the attendance policy. Once the debarment process has been initiated, the student will not be able to voluntarily withdraw from the course that is under investigation. Students so debarred will have failed that course.



Policy Name: Attire for Clinical Practice

POLICY AND PROCEDURE STATEMENTS

- All students are required to wear professional attire and name tags during clinical courses unless given specific instructions not to do so by the agency in which they are placed for clinical practice.
- Penalty for Non-Compliance with the Attire for Clinical Practice Policy:
Students may be required to leave their clinical placement at the discretion of their preceptor(s) if they do not adhere to the policy.



Policy Name: Clinical Agency Requirement: Adult Abuse Charge or Conviction while a Student in the BMP

POLICY AND PROCEDURE STATEMENTS

- Students charged with or convicted of adult abuse are required to report this information to the Associate Dean, Undergraduate Programs, College of Nursing. Failure to report this information may result in dismissal from the program. The adult abuse charge or conviction will be reviewed by the BMP Professional Unsuitability Committee for the implications in view of the professional mandate to protect the public.



Policy Name: Clinical Agency Requirement: Criminal Charge or Conviction while a Student in the BMP

POLICY AND PROCEDURE STATEMENTS

- Students charged with or convicted of a criminal offence are required to report this information to the Associate Dean, Undergraduate Programs, College of Nursing. Failure to report this information may result in dismissal from the Program. Criminal offences will be reviewed by the BMP Professional Unsuitability Committee for the implications of the conviction in view of the professional mandate to protect the public.



Policy Name: Clinical Agency Requirement: Immunizations

POLICY AND PROCEDURE STATEMENTS

- All BMP students are required to obtain an annual influenza vaccination and submit documentation confirming the vaccination by the published deadline.
- Routine Adult Immunizations
 - Once admitted to the BMP, students are required to maintain an up-to-date immunization status. Deadlines for completion of required vaccines will be established for individual students as needed.
- Penalty for Non-Compliance with Immunization Policy
 - Returning students who do not comply with the deadlines for completion of their immunizations, will be placed on hold status, which blocks the student from the registration system. Students on hold will be permitted to register in mid-August after all documentation has been received. Students who register in mid-August may not be able to register in some or all of the courses they had originally planned to take, and may experience a delay in completing the program. Hold status also prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice, and graduation.
- Annual Influenza Vaccine
- Penalty for Non-Compliance with Influenza Immunization Policy
 - Students who do not submit documentation of the flu vaccination by the published deadline may not participate in clinical practice courses in Winter Term, given the Regional Health Authorities' requirements that students have obtained required immunizations. This policy has been made to protect the health of patients.



Policy Name: Clinical Agency Requirement: Non-Violent Crisis Intervention (NVCi) Workshop

POLICY AND PROCEDURE STATEMENTS

- Students are required to complete the Non-Violent Crisis Intervention Workshop prior to their first day of clinical practice.
- Penalty for Non-Compliance with the Non-Violent Crisis Intervention Workshop:
Students who fail to complete the NVCi Workshop prior to the first day of clinical practice will not be able to attend clinical practice.
- Information on the process and location for obtaining this workshop can be obtained by contacting the College of Nursing, Bachelor of Midwifery Program, Administrative Assistant.



Policy Name: Clinical Agency Requirement: Cardiopulmonary Resuscitation Certification (CPR)

POLICY AND PROCEDURE STATEMENTS

- All students are required to obtain certification in CPR at the Health Care Provider Level annually. Returning students, including those certified at the Instructor level, must recertify in April/May each year to ensure that their certification is valid for the entire academic year. Proof of re-certification must be submitted annually by June 1 to the Student Services Assistant or designate.
- **Penalty for Non-Compliance with CPR Policy:**
Returning students who do not comply with the deadline will be placed on hold status, which blocks the student from the registration system. Students on hold will be permitted to register in mid-August after all documentation has been received. Students who register in mid-August may not be able to register in some or all of the courses they had originally planned to take, and may experience a delay in completing the program. Hold status also prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice, and graduation.
- Information on the process and location for obtaining this certification can be obtained by contacting the College of Nursing, Bachelor of Midwifery Program, Administrative Assistant.



Policy Name: Clinical Agency Requirement: Electronic Patient Record (EPR) Training

POLICY AND PROCEDURE STATEMENTS

- Students are required to complete EPR training prior to their first day of clinical practice.
- Penalty for Non-Compliance with the EPR Training Policy:
Students who fail to complete the EPR prior to the first day of clinical practice will not be able to attend clinical practice.
- Information on the process and location for obtaining this training can be obtained by contacting the College of Nursing, Bachelor of Midwifery Program, Administrative Assistant.



Policy Name: Clinical Agency Requirement: Emergency Skills Certification

POLICY AND PROCEDURE STATEMENTS

- All students are required to obtain certification in Emergency Skills prior to registration in MDWY 3090: Clerkship and Tutorial in Term 2, Year 4 of the Program. Proof of this certification must be submitted by June 1 to the Student Services Assistant or designate.
- Penalty for Non-Compliance with the Emergency Skills Certification Policy:
Returning students who do not comply with the deadline will be placed on hold status, which blocks the student from the registration system. Students on hold will be permitted to register in mid-August after all documentation has been received. Students who register in mid-August may not be able to register in some or all of the courses they had originally planned to take, and may experience a delay in completing the program. Hold status also prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice, and graduation.
- Information on the process and location for obtaining this certification can be obtained by contacting the College of Nursing, Bachelor of Midwifery Program, Administrative Assistant.



Policy Name: Clinical Agency Requirement: Neonatal Resuscitation Certificate

POLICY AND PROCEDURE STATEMENTS

- All students are required to obtain certification in neonatal resuscitation annually. Proof of re-certification must be submitted annually by June 1 to the Student Services Assistant or designate.
- Penalty for Non-Compliance with the Neonatal Resuscitation Policy:
Returning students who do not comply with the deadline will be placed on hold status, which blocks the student from the registration system. Students on hold will be permitted to register in mid-August after all documentation has been received. Students who register in mid-August may not be able to register in some or all of the courses they had originally planned to take, and may experience a delay in completing the program. Hold status also prevents receipt of refunds or histories/transcripts from the Registrar's Office, attending clinical practice, and graduation.
- Information on the process and location for obtaining this training can be obtained by contacting the College of Nursing, Bachelor of Midwifery Program, Administrative Assistant.



Policy Name: Clinical Agency Requirement: Personal Health Information Act (PHIA) Training

POLICY AND PROCEDURE STATEMENTS

- Students are required to complete a workshop to qualify for the PHIA card prior to their first day in clinical practice. Students must have their PHIA card with them at all times while in clinical practice.
- **Penalty for Non-Compliance with PHIA Training Policy**
Students who fail to produce their PHIA card while in clinical practice will be required to leave the practice setting until such time as they can produce the card.
- Information on the process and location for obtaining this training can be obtained by contacting the College of Nursing, Bachelor of Midwifery Program, Administrative Assistant.



Policy Name: Clinical Agency Requirement: Respiratory Mask Fit Testing

POLICY AND PROCEDURE STATEMENTS

- Students are required to have their Respiratory Mask Fit card with them at all times while in clinical practice.
- Penalty for Non-Compliance with the Respiratory Mask Fit Testing Policy:
Students who fail to produce their mask fit card while in clinical practice will be required to leave the practice setting until such time as they can produce the card.
- Information on the process and location for obtaining a mask fit can be obtained by contacting the College of Nursing, Bachelor of Midwifery Program, Administrative Assistant.



Policy Name: Continuance in Clinical Practice Pending the Results of a Disciplinary Appeal

POLICY AND PROCEDURE STATEMENTS

- At the discretion of the Associate Dean, Undergraduate Programs, College of Nursing, students may be denied permission to attend clinical/clerkship courses in which they are registered until the final disposition of a disciplinary appeal is determined.



UNIVERSITY
OF MANITOBA | Rady Faculty of
Health Sciences

College of Nursing
Helen Glass Centre for Nursing
89 Curry Place
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-7452

Policy Name: Failures in Required Courses in the Bachelor of Midwifery Program

POLICY AND PROCEDURE STATEMENTS

- Students in the BMP will be required to withdraw from the Program following a second failure in the same course (theory or clinical/clerkship) or one failure in any two clinical/clerkship courses. Students who are required to withdraw under this regulation are ineligible for re-admission to the Program.



Policy Name: Failures in Clinical/Clerkship Courses

POLICY AND PROCEDURE STATEMENTS

- Students who fail a clinical/clerkship course will be required to accept a supportive learning contract prior to being given permission to register in another clinical/clerkship course.



Policy Name: Leave of Absence

POLICY AND PROCEDURE STATEMENTS

- Students wishing to interrupt their studies must submit a written request for a leave of absence, normally by June 1, to the Associate Dean, Undergraduate Programs, College of Nursing. Later requests may be considered in exceptional circumstances. A leave of absence may normally be granted for a maximum period of one year. Leaves may be granted for maternity, illness, or for compassionate/personal reasons. Poor academic standing is not a valid reason for a leave to be granted. Requests for an extension to the leave of absence or for a subsequent leave of absence must be made in writing and will be subject to approval by the Associate Dean, Undergraduate Programs.
- In order to return to the BMP, students must submit a written request for reinstatement to the Associate Dean, Undergraduate Programs, no later than May 1 of the year of return. Requests for reinstatement will not normally be considered after May 1. Students who do not apply for reinstatement by May 1 will normally be considered as having left the Program, and will be withdrawn from the Program.
- Decisions made in response to requests for leaves of absence or reinstatement can be appealed to the College of Nursing Admissions Committee.
- Leave of absence status does not extend the program time limit outlined in the BMP regulations. To maintain leave of absence status, and not be discontinued from the Program, students may not attend any other faculty or institution during the period in which the leave of absence is in effect. Students on a leave of absence will be subject to the same criminal record, child abuse registry, and adult abuse registry policies as students taking courses. At the time of requesting a return to studies, students will be required to provide a current self-declaration of a criminal record, child abuse registry, and adult abuse registry listing.
- Students who attend another faculty or institution while on leave, or who have been withdrawn from the BMP because they were not granted a leave of absence and did not take at least one Midwifery course in Fall or Winter term, must re-apply to the BMP should they wish to return.



Policy Name: Registration in non-required/elective courses in the same term as clinical/clerkship courses

POLICY AND PROCEDURE STATEMENTS

- Students enrolled in midwifery clinical/clerkship and tutorial courses may not register for any non-required or elective courses during that term.



Policy Name: Requirement to Register as a Full-time Student

POLICY AND PROCEDURE STATEMENTS

- Students are required to register a 100 percent course load in each term of the BMP.



Policy Name: Residence Requirements

POLICY AND PROCEDURE STATEMENTS

- To qualify for graduation from the BMP, students must complete a minimum of 2 years of study at the University of Manitoba.



Policy Name: Student Registration with the College of Midwives of Manitoba

POLICY AND PROCEDURE STATEMENTS

- Each midwifery student must be registered with the College of Midwives of Manitoba at the end of Term 2, Year 2, in order to be eligible to register in MDFY 2090: Normal Childbearing Clinical Practice and Tutorial in Term 3, Year 2 of the Program. Thereafter, students must register with the College of Midwives of Manitoba annually.
- Penalty for Non-Compliance with the Student Registration with the College of Midwives of Manitoba Policy is as follows: Students who do not register with the College of Midwives of Manitoba as set out in the policy will be placed on hold status, which blocks the student from the registration system.



Policy Name: Student Workload Guideline

POLICY AND PROCEDURE STATEMENTS

This policy is adapted from the McMaster Midwifery Education Program with the institution permission.

- The policy will clarify expectations regarding:
 - Planning of birth numbers required to meet the requirements of the midwifery education program and the College of Midwives of Manitoba.
 - Student workload expectations for clinic visits, attendance at births
 - Number of required days off call per month
 - Number of hours required per week
 - Protected academic time off
 - Provision for adjustment of workload expectations where maximum number of required birth numbers is met or exceeded
- This policy will be clearly communicated to both students and preceptors.
Adherence to the policy will be monitored by the Midwifery Education Program (MEP).
- Penalty:
Failure to adhere to the policy by students will result in a review of the expectations and intent of the policy in addition to required adjustments in workload as determined by the BMP faculty and the clinical preceptor.
Failure to adhere to the policy by preceptors will result in a review of the clinical placement by the Faculty of the BMP to clarify the intent of the workload policy and introduction of a required adjustment in workload for the student. Cases of non-adherence to the policy will be reviewed on an individual basis.



Policy Name: Supplemental Examinations, Tests and Assignments

POLICY AND PROCEDURE STATEMENTS

- Students in the BMP will not be permitted to write supplemental examinations or tests; or to submit supplemental assignments to fulfill course requirements.



Policy Name: Time to Program Completion

POLICY AND PROCEDURE STATEMENTS

- Students must complete the BMP within 6 years from the time of commencement in the Program. Leaves of absence from the Program will not extend the program completion date for the student. Exceptions to this regulation may be considered on a case by case basis.



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

College of Nursing
Helen Glass Centre for Nursing
89 Curry Place
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-7452

Policy Name: Travel to clinical/clerkship course placements

POLICY AND PROCEDURE STATEMENTS

- Students in the BMP must accept clinical placements in any location in Manitoba arranged for them by the Program based on a lottery. All costs associated with clinical placements, including, but not limited to transportation, parking, accommodation, and meal costs are the responsibility of the student.



Policy Name: Unsafe Clinical Practice Policy

POLICY AND PROCEDURE STATEMENTS

- **Definition:**
Unsafe clinical practice is defined as an occurrence, or a pattern of behaviour in the clinical setting that creates unacceptable risk to others. It involves actions or behaviours which result in adverse effects or the risk of adverse effects to the psychological or physical health and well-being of the client, family, staff, faculty, or other students.
- **Penalty for Unsafe Clinical Practice:**
A student will be debarred from a clinical/clerkship by action of the Associate Dean, Undergraduate Programs if their conduction in clinical practice is assessed as being consistent with the definition of unsafe clinical practice set out in the policy. Once the debarment process has been initiated, the student will not be able to voluntarily withdraw from the course that is under investigation. Students so debarred will have failed that course.



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

College of Nursing
Helen Glass Centre for Nursing
89 Curry Place
Winnipeg, Manitoba
Canada R3T 2N2
Telephone: 204-474-7452

Bachelor of Midwifery Program Professional Unsuitability By-Law

The College of Nursing, within the Faculty of Health Sciences at the University of Manitoba has established a Bachelor of Midwifery Program (the “Program”). The purpose of this Bachelor of Midwifery Program By-law is to set out the jurisdiction of the Program’s Unsuitability Committee and to set out the Program’s procedures for professional unsuitability hearings.

Professional Unsuitability By-Law

1.0 Jurisdiction

1.01 General

The Program may require a student to withdraw from all Program courses pursuant to the procedures set out in this By-Law if the student has been found unsuited, on consideration of competence or professional fitness, for the practice of midwifery. Upon a finding of professional unsuitability, the Program may require a student to withdraw from Program courses at any time throughout the academic year or following the results of examinations at the end of any academic term.

The Program’s right to require withdrawal prevails notwithstanding any other provision in the Program’s Rules or Regulations. The Code of Ethics for Midwives in Manitoba and the International Code of Ethics for Midwives, as the ethical basis for midwifery in Manitoba, will be considered in every situation in which an inquiry is being held pursuant to this By-law into the conduct of a student in the practice of midwifery. Furthermore, in accordance with provisions of the Manitoba Human Rights Code, the Program’s duty to reasonably accommodate the special needs of its students will be considered.

1.02 Grounds for required withdrawal

A student may be required to withdraw from the Program if the PUC has determined the student has:

- been guilty of conduct which, if participated in by a practicing registered midwife would result in suspension, expulsion or other serious disciplinary action of a practitioner from the practice of midwifery by the regulatory body of the profession;

- practiced incompetently in any clinical setting;
- jeopardized professional judgment through self-interest or a conflict of interest;
- demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitive, irresponsible or destructive;
- acquired a criminal conviction which according to the Program was determined to be of such a nature as to bring disrepute to the profession, or by which in the opinion of the Program, the student demonstrated poor judgment, lack of integrity or other unsuitability for the profession;
- exhibited a health condition, the occurrence of which impairs essential performance required for the midwifery profession;
- practiced or provided client care while impaired, including being under the influence of alcohol or drugs while participating in client care, a professional activity, or any activity related to the practice of the midwifery profession;
- demonstrated unethical behaviour as specified by College of Midwives of Manitoba and the International Confederation of Midwives.

2.00 Professional Unsuitability Committee (PUC)

2.01 There shall be established within the Program a standing committee known as the Professional Unsuitability Committee (PUC) to hear and determine matters of competence or professional fitness for the practice of midwifery. Appeals from decisions of the Programs' PUC shall be heard by the University's Senate Committee on Appeals.

2.02 Membership in the PUC shall be as follows:

Chair (non-voting, except in the case of tie): tenured faculty member or instructor in a continuing appointment to be appointed by the Dean of the University's College of Nursing for a five (5) year term, which may be renewable.

Committee Members:

- two (2) registered midwives who are academic members of the Program, elected by the Council of the College of Nursing, for a five (5) year term, which may be renewable;
- one (1) students from the UM Bachelor of Midwifery Program, preferably from Year 3 or 4; appointed for a one (1) year term, which may be renewable;

- one (1) registered midwife who has an academic appointment with the McMaster Midwifery Education Program;
- one representative from the College of Midwives of Manitoba; and
- one registered nurse who is a full time academic member of the University's College of Nursing with knowledge of the professional requirements of the Program. In the instance where the case brought before the PUC relates to the student's clinical competence of the practice of midwifery, the University's registered nurse member of the committee will be excluded from participating in the hearing.

2.03 Selection of Students Representative

The University's College of Nursing Registrar will advise undergraduate midwifery students via individual email requesting nominations for the student positions. Students will vote via a confidential web-based program, selecting their preferred candidates from a list of nominees.

3.00 Procedure

3.01 Upon receipt of information that supports a hearing to assess a student's suitability for the profession of midwifery, the Dean or Associate Dean of the University's College of Nursing (or appropriate designate) shall:

i) provide a written report to the PUC requesting the PUC hold a hearing to assess the student's suitability for the profession of midwifery. This report should include the alleged facts and the alleged ground(s) warranting withdrawal pursuant to Article 1.02. In no circumstances will the Dean's report include anonymous allegations or materials. Anonymous materials or allegations are not acceptable as evidence under this policy. Anonymous materials are defined as "authorship that has not been disclosed".

3.02 Upon receipt of a request for a hearing into a student's suitability for the profession of midwifery, the PUC shall:

- i) review the request and determine whether it has jurisdiction to proceed;
- ii) schedule a hearing date if jurisdiction exists. The hearing date must be at least five (5) days from the date the student received the written report and request for the hearing;
- iii) formally send a Notice of Hearing, including a copy of the written report submitted to PUC, to the named student pursuant to Article 4.01 by registered mail to the last known address of the student as found on the Program's records. At the student's request, additional information may be sent by regular mail, email or facsimile;
- iv) consider whether just cause exists to suspend the student while the matter is being determined and if so, to issue an interim suspension to the student;

v) act expeditiously to complete the hearing process;

- 3.03** Once a request for a hearing has been made to the PUC, the hearing may continue notwithstanding that the student has subsequently voluntarily withdrawn from the Program, or has refused to participate in the proceedings.

4.00 Notice to Students

- 4.01** The Chair of the PUC shall inform the student in writing, within five (5) working days of receipt of the request for a hearing, of the grounds for referral to the PUC, as well as the membership of the PUC and the date, time, and place for the hearing by the PUC of the matters set out in the referral.

- 4.02** The Notice from the Chair shall include a statement that if the allegations contained in the request for a hearing are established to the satisfaction of the PUC the student may be required to withdraw from the Program.

- 4.03** An academic member of the Program shall not be disqualified from sitting as a member of the PUC hearing the matter by reason only that such academic member has had previous contact with the student or has prior personal knowledge of the matter.

- 4.04** The student whose case is to be dealt with shall be permitted to challenge and thereby cause to be disqualified any member of the PUC. In such a case, the Chair would consider the grounds for the challenge and may replace the disqualified members pursuant to section 2.02.

5.00 Hearing Procedures

- 5.01** In addition to the written report, the Dean or Associate Dean may provide the PUC and student with additional relevant information and or evidence that supports the grounds for a hearing within six (6) working days of the hearing date, or at the discretion of the Chair.

- 5.02** The student may provide a written response to the grounds. Such written response should be provided to the PUC within five (5) working days of the hearing date, or at the discretion of the Chair.

- 5.03** The student may appear in person and may choose to be represented by a Student Advocate provided through the University, legal or other counsel. A student may request an additional support person who may accompany him/her to the hearing. This person will be considered an observer and will not be able to participate in the hearing process.

- 5.04** The Program and student may call relevant witnesses as needed. Written notice to each party of witnesses to be called by the other party shall be provided at least five (5) working days prior to the hearing date, or at the discretion of the Chair.
- 5.05** The hearing shall be closed to all persons except the members of the PUC, Program representative, the student, the designated representative of the student, if any, and support person of the student, if any.
- 5.06** The student or her/his representative shall have the right to hear and to cross examine witnesses, to have access to copies of all documents submitted to the PUC for consideration at least five (5) working days prior to the hearing, to call witnesses and to submit other evidence.
- 5.07** The student shall not be required to give evidence but if the student elects to do so, then the student may be questioned by members of the PUC.
- 5.08** A quorum for the PUC shall be 4 members and the Chair as referred to in section 2.01 above, 1 of whom shall be a Registered Midwife holding an academic position.
- 5.09** A simple majority of the members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.
- 5.10** The Chair of the PUC shall vote only to break a tie.
- 5.11** Members of the PUC shall be bound by confidentiality in respect of information received in Committee. Information will only be disclosed as is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.
- 5.12** The results of the hearing and the reasons therefore shall be conveyed in writing to the student, the Student Advocate, and/or the designated representative of the student where applicable, with copies to the University's Dean of the College of Nursing, the Associate Dean, Undergraduate Programs and the Director of the Bachelor of Midwifery Program.
- 5.13 Distance Hearings**
At the discretion of the Chair, hearings may be conducted in whole or in part via teleconference or other video/electronic means.
- 5.14** If the student is participating in a hearing via teleconference, the Chair may require the student to confirm that there are no recording devices present and only persons set out in Article 5.03 are in attendance.
- 6.00 Disposition of the Matter**

6.01 The PUC shall, after hearing all the evidence, meet in closed session with its members only, to:

- i) consider the evidence;
- ii) make its findings using a balance of probabilities standard;
- iii) if the allegations are proven, determine the appropriate disposition of the matter;
- iv) if the allegations are not proven, dismiss the matter and/or make any other recommendation the PUC deems appropriate.

6.02 The PUC may make any disposition it deems appropriate in the circumstances. Without limiting the generality of the foregoing the following options, alone or in combination, are available:

- i) determine that no further action be taken;
- ii) allow the student to remain in the program and attach conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PUC deems appropriate;
- iii) reprimand the student in writing;
- iv) suspend the student from the Program for a specified period of time;
- v) require the student to withdraw from the College indefinitely;
- vi) attach conditions which must be fulfilled before any application for re-admission to the College can be considered;
- vii) expel the student from the Faculty with no right to apply for re-admission to the College.

6.03 In cases in which the disposition of the hearing is one of iv, v, vi, or vii as set out in 6.02, the results shall be conveyed in writing to the Registrar, College of Nursing who shall make the appropriate notation in the student's transcript.

6.04 The student may request the PUC to consider removal of the notation from the transcript.

7.00 Appeals

7.01 If the student wishes to appeal a disposition of the PUC, such appeal may be made to the University's Senate Appeals Committee in accordance with the procedures of that body.

7.02 In the event of an appeal, the implementation of any decision of the PUC may be suspended until the matter has been disposed of by the Senate Appeals Committee.

7.03 Notwithstanding the above and in addition to Article 7.04, if the President of 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.

8.00 Records

- 8.01** A record of any finding of professional unsuitability and/or disposition related thereto shall be kept on the student's academic file within the Program and as required by the University. All information relating to the hearing before the PUC shall be kept in the office of the Associate Dean of the Undergraduate Programs at the University's College of Nursing.

9.00 Amendments

- 9.01** This By-Law may be amended by the University's Senate, or by Senate after approval of such amendment(s) by College Council.

Observations:

- The proposed policy is consistent with the policy for students in the Bachelor of Nursing Program at UM. The proposed policy ensures that the College of Nursing (UM) obligation to protect the public is fulfilled.

Appendix E

Letters of Support

Kellie Thiessen, RM, RN, PhD
Director, Midwifery Program

University of Manitoba
89 Curry Place
Winnipeg, MB, R3T 2N2
kellie.thiessen@umanitoba.ca

August 17, 2018

Dear Dr. Thiessen,

The College of Midwives of Manitoba (CMM) is encouraged to hear that the University of Manitoba (UM) will begin offering midwifery education in September 2019.

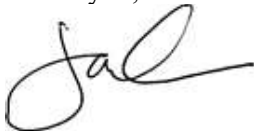
Based on our initial conversations I understand this program will be a modification from the joint program which was approved by the CMM in 2016, the approval for that program still stands. We look forward to being informed of any modifications that may form part of your program proposal to the UM Senate.

As you are aware the joint program was approved under the CMM's Midwifery Education Program Approval (MEPA) Process. In recent the years the Canadian Association of Midwifery Educators (CAMEd) has been developing an Accreditation process with the intent that the same process may be implemented for all baccalaureate midwifery education programs across Canada. The CMM is supportive of this initiative, and with the recent announcement of the UM midwifery program, I have approached CAMEd regarding having the UM program undergo the CAMEd accreditation process, as a replacement for ongoing approval via the CMM MEPA process.

The CAMEd accreditation process is based on the same principles of evaluation as the MEPA process and includes ongoing communication and periodic renewal of accreditation status (every 3-7 years). Given the early stages of discussion regarding when the accreditation process could be implemented as a replacement for the MEPA process I am unable to provide specific timelines. I will be meeting with members of CAMEd in August to discuss the process, and the Education Committee will meet in mid-September to discuss implementation.

This transition of approval/accreditation processes does not impact the CMM's support for the provision of midwifery education in Manitoba. I look forward to the establishment of an annual-intake Manitoba midwifery education program.

Thank you,



Janice Erickson
Registrar

Appendix F

Library Statement



University of Manitoba Libraries

Statement for New Programme

Faculty	Health Sciences
College	Nursing
Programme	Bachelor of Midwifery

Summary

The Libraries' collection is sufficient to support this new programme. However, to bring the collection to a level comparable to other university libraries that support midwifery programmes, additional one time funds of \$3,000 and ongoing funds of \$2,145 would be required. The Libraries can reallocate funds from existing programs to cover the ongoing costs.

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.

Laurie Blanchard
Acting Nursing Liaison

Emma Popowich
Acting Head, Elizabeth Dafoe Library

Kristen Kruse

Kristen Kruse
Acting Coordinator, Collections Management

Christine Shaw

on behalf

Mary-Jo Romaniuk
University Librarian

August 15, 2018

Date

The following proposed new MDFY courses along with the supporting library resources required were considered during the preparation of this assessment:

2010	Preparation for Professional Midwifery Education and Practice	3020	Midwifery Clinical Practice and Interprofessional Roles
2020	Bioscience for Midwives	3030	Interprofessional Practice
2030	Pharmacology for Midwives	3050	Newborn Feeding
2040	Normal Childbearing Skills	3060	Professional Issues in Midwifery
2060	Normal Childbearing Clinical Practice and Tutorial	3090	Complex Care I
2440	Human Reproductive Physiology	4090	Complex Care II
3010	Advanced Clinical Skills	4100	Clerkship and Tutorial

Support

Without additional funds to support new programs, services to existing programs will have to be modified to accommodate student and program growth. Since the library collections and services are based largely upon the programmes of teaching & learning and research, additional budget money may also be needed when the curriculum and research programme change calls for additional library resources.

Print material for midwifery is found at the following UM libraries: Elizabeth Dafoe Library and the Neil John Maclean Health Sciences Library. For all checking below, the holdings of all UM libraries and system-wide online access were taken into account.

Journals

Journal literature relevant to the practice of midwifery is found across several subject areas including midwifery, nursing, obstetrics and gynecology, pediatrics, and women's health. A list of journals focused on midwifery was generated and checked against the holdings of UML. The list was produced from the following sources:

- Midwifery journal titles provided in a list of resources for the proposed programme.
- *Journal Citation Reports* (2018), which identifies the most frequently cited journals in the Sciences and Social Sciences.
- Holdings of four Canadian university libraries serving midwifery programmes: University of British Columbia, McMaster University, Mount Royal University, and Laurentian University.

Of the 14 journal titles, UML provides current access to 12 titles (86%).

Journal Title	UML holdings
<i>Birth-Issues In Perinatal Care</i>	Electronic, 1982 -
<i>British Journal of Midwifery</i>	Electronic, 2002-
<i>Canadian Journal of Midwifery Research and Practice</i>	Currently freely available online from Canadian Association of Midwives
<i>Evidence based midwifery</i>	Electronic, 2003-2010, 2013-
<i>JOGNN-Journal Of Obstetric Gynecologic And Neonatal Nursing</i>	Electronic; 1972 -
<i>Journal Of Human Lactation</i>	Electronic; 1985 -
<i>Journal of Midwifery & Women's Health</i> (formerly <i>Journal of nurse-midwifery</i>)	Electronic; 2000 -
<i>Journal Of Perinatal & Neonatal Nursing</i>	Electronic; 1987 -
<i>MCN-The American Journal of Maternal-Child Nursing</i>	Electronic; 1976 -
<i>MIDIRS Midwifery Digest</i>	Not held
<i>Midwifery</i>	Electronic; 1985 -
<i>Midwives</i> (formerly <i>RCM Midwives</i>)	Not held
<i>Practising Midwife</i>	Electronic; 2011 -
<i>Women & Birth</i> (formerly <i>Australian Midwifery and Australian Nursing and Midwifery Journal</i>)	Electronic; 2006 -

Also checked were journal citations from references of several chapters from *Varney's Midwifery*, 5th ed. (Jones & Bartlett Learning, 2015). Citations were from a variety of journal titles reflecting the scope of disciplines in midwifery-relevant literature.

Citations checked	Titles held	Percent held
165	155	94%

Journal Summary and Recommendations

The current journal holdings of UML are sufficient to support the proposed midwifery programme, and every effort will be made to retain the current journals. The collection's ability to support the programme would be enhanced by a subscription to *MIDIRS Midwifery Digest*. The cost is \$857 USD (\$1,145 CAD), and the UML can reallocate funds to cover this subscription.

Monographs

The UML collection was checked for monograph holdings for midwifery. All the titles from the list of resources for the proposed programme were checked, and of the 21 titles, 11 are currently held (48%). It should be noted that among those titles not held are at least two practice-based manuals that fall outside the UML collection policy. Also checked was a list of relevant monographs published since 2010 identified from the collections of the four comparator libraries. Citations to monographs from the bibliographies from *Varney's Midwifery* were also checked against UML holdings.

Source checked	# checked	# held	% held
Monographs on proposed programme's list of resources	21	11	52%
Monograph citations in <i>Varney's Midwifery</i>	21	13	62%
Recent titles (2010-2018) held at four comparator university libraries	84	42	50%

Monograph Summary and Recommendations

Based on this assessment, the monograph holdings can be considered adequate for undergraduate purposes. However, the UML monograph collection does not compare well with other university libraries that support midwifery programmes. The collection should be enhanced by the acquisition of some of the not-held titles identified in checking as well as by acquiring a greater percentage of midwifery titles going forward. A one-time expenditure of approximately \$3,000 would fill identified gaps. An ongoing designation of \$1,000 annually for midwifery purchases would ensure collection growth (an estimated 10 titles at \$100 each). The UML can reallocate funds for this purpose.

Databases

The UML subscribes to the following databases and electronic resources which provide sufficient support for midwifery:

- CINAHL with Full-Text
- Medline
- EMBASE
- Joanna Briggs Institute Evidence-Based Practice Database
- Cochrane Library
- Scopus

Services

The proposed midwifery programme will be supported by UML services including information and reference assistance, information literacy instruction and individual consultations for assistance with research. Services will be provided by the liaison librarian for the College of Nursing as well as other UML public services staff. Students will have access to study space and computers at UM libraries. Students can also make use of the UML Document Delivery service to obtain materials not held at UML.

Report of the Senate Committee on Admissions concerning a proposal from the College of Nursing, Rady Faculty of Health Sciences, to create a Bachelor of Midwifery degree program (2018.11.23)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The College of Nursing, Rady Faculty of Health Sciences, is proposing the creation of a Bachelor of Midwifery degree program.
3. The proposal was approved by the Rady Faculty of Health Sciences Executive Committee on October 16th, 2018 and was endorsed by SCADM on November 23rd, 2018.

Observations:

1. Up to six seats will be available each year. Of these six seats, three may be offered to applicants in the Special Consideration-Indigenous category.
2. In order to be eligible for admission, students must complete 30 credit hours of pre-requisite courses. The courses will consist of both elective and required courses.
3. Registration in the program will be restricted to Canadian citizens and permanent Canadian residents.
4. Applicants who have previously completed a Bachelor of Midwifery degree, at another institution, are not eligible for admission. The College believes that demand for the program will be high and it is their preference to focus on providing opportunities to new students; rather than to students who have completed another midwifery program, and who may have been unsuccessful in passing the national registration examinations.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to create a Bachelor of Midwifery degree program be approved effective for the fall, 2020 intake.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions

Report of the Senate Committee on Course and Curriculum Changes RE: Proposal for a Bachelor of Midwifery, College of Nursing, Rady Faculty of Health Sciences

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.
2. At its meeting of October 30, 2018, the SCCCC considered a proposal to establish a Bachelor of Midwifery degree program, in the College of Nursing, Rady Faculty of Health Sciences.

Observations

1. The purpose of the four-year Bachelor of Midwifery degree program would be to, "...[provide] the educational foundation for a career in midwifery. Graduates of the program will be eligible to apply for registration with the College of Midwives of Manitoba and to write the Canadian Midwifery Registration Exam."
2. Establishment of the program would remove the need for Manitoba students to relocate to other provinces in order to pursue a midwifery education. It would also prepare professional midwives needed to meet an existing demand for midwives in the health workforce in the province, including for Indigenous midwives in Northern Manitoba communities.
3. Students would be required to complete 130 credit hours of course work, including 30 credit hours in a Pre-Professional Year in University 1, following which, successful applicants would be admitted to Year 2 of the B.Mid. program. Foundational courses completed in University 1 could be applied to other degree programs if a student was not admitted to the B.Mid. program.
4. The curriculum, which has been developed based on national midwifery competencies and standards, has been endorsed by the College of Midwives of Manitoba. It would include a strong clinical practice component, with 80 percent of the contact hours spent in clinical practice settings; interprofessional education and collaborative practice courses, particularly in Years 3 and 4; and Indigenous content, to be developed with Indigenous partners, that would thread Indigenous midwifery practices throughout the curriculum.
5. Establishment of the program would require the introduction of sixteen (16) courses (93 credit hours), as detailed in the proposal. Otherwise the program would include two Nursing courses and, in Year 1, a number of existing courses offered by the Departments of Biological Sciences, Chemistry, Microbiology, and Statistics, in the Faculty of Science, and the Department of Native Studies, Faculty of Arts.
6. The program would have an annual intake of six students. Three of the six spaces available in the program each year would be reserved for Indigenous students, and two of these would be allocated for Manitoba residents living in Northern Manitoba.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the establishment of a Bachelor of Midwifery program, in the College of Nursing, Rady Faculty of Health Sciences.

Respectfully submitted,

Professor Dean McNeill, Acting Chair
Senate Committee on Curriculum and Course Changes

Report of the Senate Planning and Priorities Committee on a Proposal to Establish a Bachelor of Midwifery Degree, College of Nursing, Rady Faculty of Health Sciences

Preamble:

1. Terms of reference of the Senate Planning and Priorities Committee (SPPC) (http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/508.html) charge the committee with the responsibilities to make recommendations to Senate on proposed academic programs and to make recommendations to the President and report to Senate on matters requiring prioritization including the prioritization of new or modified programs with significant resource requirements.
2. At its meeting on October 29, 2018, the SPPC considered a proposal from the College of Nursing, Rady Faculty of Health Sciences, to establish a Bachelor of Midwifery degree.
3. The proposal was also considered by the Senate Committees on Curriculum and Course Changes (October 30, 2018), Admissions (November 23, 2018), and Instruction and Evaluation (November 22, 2018).

Observations:

1. The proposed Bachelor of Midwifery degree would be a four-year program that would require students to complete 130 credit hours of course work. Students would complete a Pre-professional Year 1 in University 1, following which, successful applicants would be admitted to Year 2 of the B.Mid. degree, in the College of Nursing.
2. The purpose of the program would be to, "...[provide] the educational foundation for a career in midwifery. Graduates of the program will be eligible to apply for registration with the College of Midwives of Manitoba and to write the Canadian Midwifery Registration Exam."
3. The program would also serve to produce graduates to meet demand for midwives in the health workforce in the province, including the demand for Indigenous midwives in northern Manitoba communities. The curriculum would include content related to traditional Indigenous midwifery practices, which would be an integral part of every Midwifery course. Up to one half of the spaces in the program would be open to Indigenous applicants under a Special Consideration – Indigenous Category for admission, with two of these spaces reserved for applicants who are residents of northern Manitoba. Indigenous students would have access to academic supports available through the Aboriginal Nursing Cohort Initiative (ANCI), in the College of Nursing.
4. Establishment of the program would require the introduction of sixteen (16) new courses totalling 93 credit hours, as described in the proposal. The program would also make use of two Nursing courses and a small number of existing courses offered by each of the Departments of Biological Sciences, Chemistry, Microbiology, and Statistics, in the Faculty of Science, and the Department of Native Studies, Faculty of Arts.
5. Initially, a maximum of six (6) students would be admitted each year, for a total enrolment of eighteen (18) students by Year 4. The maximum seat capacity would be subject to future changes, based on discussions with the province, including about the need for ongoing funding.
6. The total cost of delivering the program would be \$863,904, in Year 4. Revenue to support the program would be derived from the following sources (as of Year 4):
 - a request to the province for \$695,864 of new funding;

- tuition and course fees, which would generate \$103,983 and \$32,125, respectively, assuming an enrolment of eighteen (18) students;
 - an internal reallocation of existing operating funds (\$31,931).
7. Revenues identified in observation 6 would be allocated to:
 - salary and benefits for new academic staff (\$520,876), including a Director (1.0 FTE), Senior Instructors (2.5 FTE), and a Clinical Placement Coordinator (0.5 FTE);
 - salary and benefits for new support staff (\$119,742), including an Office Assistant (1.0 FTE) and a Student Services/Policy Administrator (0.5 FTE);
 - salary and benefits for existing support staff (\$31,931) (0.4 FTE);
 - operating costs (\$112,500) and administrative overhead (\$28,855);
 - student awards (\$50,000);
 - facility renovations, to accommodate faculty and staff (\$40,000 in 2018/2019).
 8. The Faculty will provide \$250,000 in the current year (2018/2019) to offset start-up costs.
 9. The College of Nursing has sufficient computer facilities and sufficient space to house and offer the program, including for classrooms, laboratory and simulation learning spaces, and offices.
 10. The University Library has indicated that it could support the proposed program, including the sixteen course introductions, with the existing collections. Additional funds would be required to ensure the collection was comparable to other university libraries that support midwifery programs, however, including a one-time allocation of \$3,000 and ongoing funds of \$2,145. The Library will reallocate funds from existing programs to address the ongoing costs.
 11. At its meeting on October 29, 2018, and on the basis of the SPPC's criteria for assigning priority to new programs / initiatives,¹ the Committee recommended that a high priority level be assigned to the proposal for a Bachelor of Midwifery program. The proposal is consistent with the existing institutional planning framework, including strategic priorities for Inspiring Minds through innovative and quality teaching and Creating Pathways to Indigenous achievement. The program would promote the social, economic, and cultural well-being of the people of Manitoba by permitting students to pursue an education in midwifery within the province and by addressing a need for midwives in the province, including in Northern communities.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Midwifery degree, in the College of Nursing, Rady Faculty of Health Sciences. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.

Respectfully submitted,

Professor Kelley Main, Chair
Senate Planning and Priorities Committee

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

Report of the Senate Committee on Instruction and Evaluation RE: Proposal for Bachelor of Midwifery Degree, College of Nursing, Faculty of Health Sciences – Academic Regulations

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.
2. At its meeting on November 22, 2018 SCIE considered a proposal from the College of Nursing to establish academic regulations for the proposed Bachelor of Midwifery degree program. The proposal was also considered by the Senate Committee on Curriculum and Course Changes, the Senate Committee on Planning and Priorities and the Senate Committee on Admissions.

Observations:

1. The academic regulations for the proposed Bachelor of Midwifery degree are consistent with the academic regulations of the Bachelor of Nursing program.
2. The committee reviewed the academic regulations for the proposed Bachelor of Midwifery program, as listed below.
 - Academic Progression
 - Attire for Clinical Practice
 - Clinical Agency Requirement: Adult Abuse Charge or Conviction while a Student in the BMP
 - Clinical Agency Requirement: Criminal Charge or Conviction while a Student in the BMP
 - Clinical Agency Requirement: Immunizations
 - Clinical Agency Requirement: Non-Violent Crisis Intervention (NVC) Workshop
 - Clinical Agency Requirement: Cardiopulmonary Resuscitation Certification (CPR)
 - Clinical Agency Requirement: Electronic Patient Record (EPR) Training
 - Clinical Agency Requirement: Emergency Skills Certification
 - Clinical Agency Requirement: Neonatal Resuscitation Certificate
 - Clinical Agency Requirement: Personal Health Information Act (PHIA) Training
 - Clinical Agency Requirement: Respiratory Mask Fit Testing
 - Failures in Required Courses in the Bachelor of Midwifery Program
 - Failures in Clinical/Clerkship Courses
 - Registration in non-required/elective courses in the same term as clinical/clerkship courses
 - Requirement to Register as a Full-time Student
 - Residence Requirements
 - Student Registration with the College of Midwives of Manitoba

- Supplemental Examinations, Tests and Assignments
- Time to Program Completion
- Unsafe Clinical Practice Policy
- Bachelor of Midwifery Program Professional Unsuitability By-Law

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve and recommend to the Board of Governors that it approve the establishment of a Bachelor of Midwifery degree, in the College of Nursing, Rady Faculty of Health Sciences.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

Report of the Senate Committee on Admissions concerning a proposal from the I.H. Asper School of Business to modify its direct entry admission requirements (2018.11.23)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The I.H. Asper School of Business is proposing a modification to its direct entry admission requirements. The proposed requirements align with the direct entry framework.
3. The proposal was approved by the Asper School of Business Faculty Council on November 2, 2018 and was endorsed by SCADM on November 23rd, 2018.

Observations:

1. At the May 16, 2018 Senate meeting a new direct entry framework was approved.
2. The proposed requirements for the Asper School of Business, see below, comply with the framework:
 - Manitoba high school graduation (5 full credits at grade 12 level courses designated S, G or U)
 - Minimum 85% average over the four required courses with no less than 70% in each required course:
 - English 40S
 - Pre-Calculus Mathematics 40S
 - Any two academic 40S courses
3. The Faculty has for some time been discussing the possibility of making Pre-Calculus Mathematics 40S a required course for admission purposes. They were concerned with the possibility that not all students would have access to Pre-Calculus 40S. The Faculty conducted a review of incoming math grades and it was found that all students admitted to the Faculty over a number of years had taken Pre-Calculus 40S in high school; however, some also took another 40S math course and used this course in their admission calculation.
4. Students will be required to present a minimum 70% grade in each of the required courses; this will ensure that students are not weak in any one course and will help ensure that students are ready for the academic rigours of the program.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the direct entry admission requirements for the I.H. Asper School of Business be approved effective for the fall 2021 intake.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.



Dean's Office
319 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone: 204-474-6390
Fax: 204-474-7544

Nov 5, 2018

MEMORANDUM

To: Jeff Leclerc, University Secretary
c/o Shannon Coyston, Academic Specialist

From: Laura Bean, Undergraduate Program Manager

Subject: Undergraduate Program Revisions to the Direct Entry and Special Consideration Admissions Categories

The Asper School of Business submits the following admission modification for consideration. The revised proposals were considered and passed by the Asper School of Business Faculty Council at a meeting held on November 2, 2018.

- a) Modifications to the Direct Entry Admission Category, effective for September 2021. (*Attached*)
- b) Modifications to the Special Consideration Admission Category, effective for September 2019. (*Secretary's note: See item VIII (4) on the Senate Executive agenda.*)

I.H. Asper School of Business

Rationale for Modifications to the Regular Direct Entry Admissions Category and the Canadian Indigenous Ancestry Direct Entry Category **Effective for September 2021**

Background

The Asper School of Business would like to adopt the new direct entry framework as proposed by the Admissions Office and approved at Senate on May 16, 2018.

Observations and Rationale

Under the new direct entry framework the four courses required for admission consideration will include: Pre-Calculus Math 40S, English 40S, and any two other 40S courses.

A review of the Asper Direct Entry math grades reveals that everyone admitted in previous years had taken Pre-Calculus but some used their other math courses for admission purposes. If everyone for all those years had taken Pre-Calculus in high school, it is reasonable to expect the same in the future. Furthermore, to admit them without this course disadvantages the student because they still require Pre-Calculus for prerequisite purposes.

The minimum high school average required for admission is currently 85% and Asper proposes to maintain this minimum. The minimum competitive average required for admission has increased every year since Direct Entry was introduced. The competitive high school average was 89% for the September 2017 and 2018 intakes.

Asper proposes the minimum grade on each of the 4 required courses (as per the new direct entry framework) be increased to 70% to ensure students are not weak in any one course, as each provides evidence of a student's possession of the competencies needed for success in the Asper School of Business.

Recommendation

The Faculty will adopt the University's new direct entry framework by including four 40S courses in the high school grade calculation. The Faculty will retain the current 85% average over the required courses for admission but will increase the minimum grade required in each course to 70%. The Faculty recommends approval of the modification to the Direct Entry Admission Category of admission effective for 202190 (Fall 2021) admission intake.

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

Modifications to the Admission Information for Direct Entry Applicants for September 2021

Calendar Section 2.1

2.1 Admission Requirements from High School and Previous Post-Secondary Institutions

The following is a summary of the admission requirements for the Bachelor of Commerce (Honours.). Equivalent courses completed at other universities will be considered for admission and transfer credit only if the courses have been taken within the last 10 years. All admission requirements, as well as application deadline dates and forms, are included in the Applicant Information Bulletin that is available from the Admissions Office, 424 University Centre. This information is also posted on the University of Manitoba's website.

Direct Entry from High School (Regular Direct Entry Admissions Category and the Canadian Indigenous Ancestry Direct Entry Category)

To be eligible to apply high school students must have:

1. Manitoba high school graduation, with five full credits at the Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual Credit –University), with
2. A minimum 85% average over ~~three~~ **four** courses: Pre-Calculus Math 40S or Applied Math 40S (Recommended ~~Pre-Calculus 40S~~), English 40S, and any two other 40S/~~U~~ courses, and
3. A minimum ~~60%~~**70%** in each of the ~~three~~ **four** courses noted in point 2 above, and
4. Applicants may require a higher average than stipulated in point 2 to be successful in the annual competition for admission.

See Applicant Bulletin for complete details.

Report of the Senate Committee on Admissions concerning a proposal from the I.H. Asper School of Business to modify its admission requirements for the special consideration admission category (2018.11.23)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The I.H. Asper School of Business is proposing a number of modifications to its special consideration admission category.
3. The proposal was approved by the Asper School of Business Faculty Council on November 2, 2018 and was endorsed by SCADM on November 23rd, 2018.

Observations:

1. Decisions regarding special consideration contain a subjective element; while this will continue to be the case, the proposed modifications should provide a clear framework for both students and administrators.
2. The category is intended for applicants who have experienced exceptional medical and/or compassionate circumstances that may have prevented them from performing to their potential resulting in them not being able to meet the competitive cut offs of the general admission category.
3. The maximum number of students that can be admitted via this category is four. The Faculty conducted a study and determined that over the past ten years the maximum number of students admitted in the special consideration category in one year was four. Given this, the Faculty feels it would be appropriate to cap the category at this number.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the special consideration admission category for the I.H. Asper School of Business be approved effective for the fall 2020 intake.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

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



Dean's Office
319 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone: 204-474-6390
Fax: 204-474-7544

Nov 5, 2018

MEMORANDUM

To: Jeff Leclerc, University Secretary
c/o Shannon Coyston, Academic Specialist

From: Laura Bean, Undergraduate Program Manager

Subject: Undergraduate Program Revisions to the Direct Entry and Special Consideration Admissions Categories

The Asper School of Business submits the following admission modification for consideration. The revised proposals were considered and passed by the Asper School of Business Faculty Council at a meeting held on November 2, 2018.

- a) Modifications to the Direct Entry Admission Category, effective for September 2021.
(*Secretary's note: See item VIII (4)(a) on the Senate Executive agenda.*)
- b) Modifications to the Special Consideration Admission Category, effective for September 2019. (*Attached*)

I.H. Asper School of Business

Special Consideration Applicants under Track 1 and Track 2 (Advanced Entry)

Rationale for Modifications Effective for September 2020

Background

The Bachelor of Commerce (Honours) degree program at the University of Manitoba has many advanced entry routes of admission for students. Regular Advanced Entry students may apply under the Track 1 or Track 2 categories. Under the Track 1 and Track 2 categories there is currently a subjective supernumerary category of Admission called Special Consideration category.

In addition, there are several other supernumerary admission categories with objective admission requirements for students from different backgrounds – these include the 10 seats available for the Canadian Indigenous Ancestry Category (CIAC), the 50 seats available for Asper/Ningbo (China) Joint Program, the 20 seats available for the Asper/Renmin (China) Joint Program, and 50 seats available for the 4 Manitoba Programs (**Asper School of Business/Assiniboine Community College Joint Program**, Asper School of Business/École technique et professionnelle Joint Program, Asper School of Business/University College of the North Joint Program, and Asper School of Business/Red River College Articulation Agreement).

Due to the subjective nature and challenges in administration of the current Special Consideration Admission Category the faculty recommends modifications to Special Consideration Admission Category.

Observations

The Faculty rejects over 800 applicants who meet the minimum requirements of our entry routes that populate our admission quota of 420 students: Direct Entry, Track 1, and Track 2 categories of admission. Currently, students who apply for the Special Consideration Categories in Track 1 and Track 2 Categories (hereafter referred to as Special Consideration) are automatically admitted in those categories if they meet the competitive cut-offs for their relevant Track. Therefore, Special Consideration is relevant only to those students who have not achieved the competitive grade point cut-off. As decisions regarding Special Consideration are subjective, it is hoped that the modifications proposed help more clearly define the category and provide a clear framework for both student and administrators.

As mentioned in the background statement above, there are many ways for students to enter the Faculty including several supernumerary admission categories with objective admission requirements for students from different backgrounds. These other supernumerary categories are sufficient to handle various students with special backgrounds and are objective in their nature.

Given the high demand and competitive nature for admission into the Asper School of Business, there need to be clear criteria and due consideration of the competition for space in the Faculty. The Faculty would like to keep a small number of seats open to students who may have experienced exceptional medical and/or compassionate circumstances that may have prevented them performing up to the competitive standards. As such, the Special Consideration category will be maintained but modified.

The Recommended Modifications Include:

- 1) Modifying eligibility of applicants based on status: Expand the status to include international students currently enrolled at the University of Manitoba. Therefore, one of the criteria for eligibility will now include applicants who are Canadian Citizens, Permanent Residents, or international students currently admitted to and enrolled at the University of Manitoba. That is,

the international student must, at the time of application, be registered and taking undergraduate courses at the University of Manitoba.

- 2) Redefine and clarify that students can apply only with medical and/or compassion reasons. This clarifies that students can apply with either or both of these reasons; appropriate documentation must be presented for either or both if applicable.
- 3) Eliminate Track 2 as an entry route under Special Consideration: The Track 2 applicant category was implemented as a way to allow students with exceptional academic achievement a way to get into the Asper School notwithstanding having all the Track 1 requirements. There are currently 30 seats set aside for the Regular Track 2 applicants. Thus special consideration does not make sense for this category.
- 4) Eliminate employment/work category: Most students work while going to university, so working is not a unique factor that warrants special consideration. The level of work experience needed for true special consideration would take years of work at a high level of responsibility. Students with this background and maturity would be more suited to apply to the MBA program.
- 5) Eliminate financial or economic barriers as a reason: Students can apply for student aid.
- 6) Eliminate the use of references: References have not been deemed a useful piece of supporting documentation by past committees, as such letters are rarely diagnostic.
- 7) Eliminate subjective characteristics that may be considered when evaluating applicants: The current description lists the applicant's motivation, occupational background, ability to work with people, leadership role in any form of organizational activity, entrepreneurial skills and abilities, demonstrated maturity, demonstrated initiative relevant to a management career, special awards and recognition, and personal integrity. As these are highly subjective and difficult to judge, they are being eliminated as factors for consideration.
- 8) Modify statement regarding how applications are reviewed: A holistic review of all required documentation is used for consideration of applications in the Special Consideration category, with no particular weight to any one requirement. Decisions have a subjective and objective components and applicants are reminded that seats are limited and meeting the eligibility requirements of this category is not a guarantee of admission.
- 9) Modify the evaluation criteria for Special Consideration applicants who meet the minimum Track 1 requirements for those applicants applying with medical and/or compassionate reasons: After ensuring that all basic Track 1 minimum requirements are met, these applicants will be permitted to exclude one or more terms (term exceptions) for a re-evaluation of the AGPA calculation. The recalculated AGPA must still meet the minimum cut-off AGPA and course requirements for Regular Track 1 applicants to be considered for admission. This allows students to have some terms excused due to extraordinary circumstances that caused lower performance and allows them to participate in the competition for entry without these courses impacting them.

Students who appeal for certain terms to be excluded from the AGPA calculation may do so, but only for terms dating back no further than 3 years from the time of application. The excluded term(s) must include all courses (no selectivity) from the term to be excluded, and the AGPA will be re-calculated on the most recent 60 credit hours (excluding any terms affected by the

exceptional circumstances). The courses and grades from the excluded terms will not be eligible for transfer credit to the Asper program (this is not appealable). If any excluded courses are required in the Asper program the student is responsible for retaking the course and is subject to all relevant registration and other university policies when repeating the course(s).

If excluding a term will result in the student no longer meeting the Track 1 requirements (due to one or more required courses being excluded), the student will not be eligible for admission under the Special Consideration category.

- 10) Modify the parameters on expected details to include in the personal statement: A typed personal statement not to exceed 800 words which includes the specific reasons why the applicant merits consideration within the Special Consideration category (remains unchanged). The student's statement **must** clearly state the basis of their application and focus on outlining the reasons, rationale and details of their application. In particular, the statement **must** indicate the circumstance that caused the student to have lower academic achievement, the dates over which this circumstance affected the student's academic achievement, the terms in the academic terms covered by the above dates the student wishes to be excluded from the AGPA calculation, and how/why the circumstance has been alleviated/managed so as to lessen the adverse impact on future academic performance. Supporting documentation must support the above claims. Personal statements must be concise and clear; statements exceeding the above specified word limit will not meet the criteria for Special Consideration and will not be given further consideration.
- 11) Include clear parameters on medical or compassionate documentation: Supporting documentation **must** be presented for every application that cites exceptional medical and/or compassionate circumstances and that provides full support for the student's personal statement. Documentation **must** be from a physician or other professional recognized for dealing with the circumstance that caused the student's lower academic achievement. Documentation **must** refer to first-hand knowledge of the circumstance at the time it occurred and be directly related to the causality and the time frame the circumstance affected the student's academic performance. Documentation **must** include a statement of how the circumstance directly affected the academic term(s) under review, how the circumstance has been managed or continues to be managed and what support services the student is actively using. Documentation **must** clearly assert that because of the management or termination of the circumstance, the student's future performance should not be negatively affected by the circumstance as it was in the past.
- 12) Modify the parameters on incomplete applications: It is the responsibility of the student to provide all necessary documentation by the published deadline in accordance to the instructions within the applicant bulletin. Students **will not** be contacted or reminded of outstanding, incomplete *or insufficient* documentation. Only those students who complete and return the material, along with other required admission documents, by the deadline will be considered within the Special Consideration category. Incomplete applications will not meet the criteria for Special Consideration and thus, will not be considered further in this category.
- 13) Limit the number of seats in the Special Consideration category to no more than 4. This is the maximum and the Faculty is not bound to admit any applicants in this category, as meeting the eligibility requirements of this category is not a guarantee of admission. A 10-year study shows the maximum number of students offered admission in this category was 4. In the event more

than 4 applicants could be chosen by the committee for admission, only those 4 with the highest re-calculated AGPA will be offered admission.

Maintain the following components without change:

- 1) English Language Proficiency Requirements.
- 2) The application deadline.
- 3) Personal statement not exceeding 800 words unchanged but clear guidance on what to include has been added (see above).
- 4) Meeting the eligibility requirements of this category is not a guarantee of admission.
- 5) Candidates meeting the Track 1 AGPA cut-off without special consideration will automatically be moved to the Regular Admission category at the initial admissions selection meeting (which is held prior to the Special Consideration selection meeting).
- 6) All specifics of application standards of method of applying and handing in supplementary required documentation, deadlines and other standards set by the Admissions Office.
- 7) If students do not indicate this on the application form by the deadline, they will not be eligible for consideration within the Special Consideration category.
- 8) Appeals for reconsideration of admission in this category must focus only on questions of correct adherence to published policies and procedures and not on subjective issues or the relative merits of the application.

Proposed Special Consideration Requirements:

This category is for students who meet the minimum Track 1 requirements but whose academic record may not be competitive in the selection process. Such applicants may apply for Special Consideration only if they meet the criteria for Special Consideration. No more than 4 students will be admitted in this category each year. In the event more than 4 applicants could be chosen by the committee for admission, only those 4 with the highest re-calculated AGPA will be offered admission. Meeting the eligibility requirements of this category does not guarantee admission.

Applicants would be eligible for Special Consideration if they:

- a) are Canadian Citizens, Permanent Residents, or international students currently admitted to and enrolled at the University of Manitoba, and
- b) meet the minimum eligibility requirements for Admission to Track 1. These applicants will be permitted to exclude one or more terms for a recalculation of the AGPA. The recalculated AGPA must meet the minimum cut-off AGPA that is established for Regular Track 1 applicants.

Students who appeal for certain terms to be excluded from the AGPA recalculation may do so only for terms dating back no further than 3 years from the time of application. The excluded

term(s) must include all courses (no selectivity) from the term, and the AGPA will be recalculated on the most recent 60 credit hours.

The courses and grades from any excluded term(s) will not be eligible for transfer credit to the Asper program (this is not appealable). If any excluded courses are required in the Asper program, the student is responsible for retaking the course and is subject to all relevant registration and other university policies when repeating the course(s).

If excluding any given term will result in the student no longer meeting the Track 1 course eligibility requirements, the student will not be eligible for admission under the Special Consideration category, and

c) have documented medical and/or compassionate reasons to support certain terms being excluded from the AGPA recalculation.

The required documentation for students applying under the Special Consideration category include:

a) Personal Statement.

A typed personal statement not to exceed 800 words which includes the specific reasons why the applicant merits consideration within the Special Consideration category (remains unchanged). The student's statement **must** clearly state the basis of their application and focus on outlining the reasons, rationale and details of their application. In particular, the statement **must** indicate the circumstance that caused the student to have lower academic achievement, the dates over which this circumstance affected the student's academic achievement, the terms in the academic terms covered by the above dates the student wishes to be excluded from the AGPA calculation, and how/why the circumstance has been alleviated/managed so as to lessen the adverse impact on future academic performance. Supporting documentation must support the above claims. Personal statements must be concise and clear; statements exceeding the above specified word limit will not meet the criteria for Special Consideration and will not be given further consideration.

b) Supporting Documentation.

Supporting documentation **must** be presented for every application that cites exceptional medical and/or compassionate circumstances and that provides full support for the student's personal statement. Documentation **must** be from a physician or other professional recognized for dealing with the circumstance that caused the student's lower academic achievement. Documentation **must** refer to first-hand knowledge of the circumstance at the time it occurred and be directly related to the causality and the time frame the circumstance affected the student's academic performance. Documentation **must** include a statement of how the circumstance directly affected the academic term(s) under review, how the circumstance has been managed or continues to be managed and what support services the student is actively using. Documentation **must** clearly assert that because of the management or termination of the circumstance, the student's future performance should not be negatively affected by the circumstance as it was in the past.

Incomplete Applications:

It is the responsibility of the student to provide all necessary documentation by the published deadline in accordance to the instructions within the applicant bulletin. Students **will not** be contacted or reminded of outstanding, incomplete *or insufficient* documentation. Only those students who complete and return the material, along with other required admission documents, by the deadline will be considered within the Special Consideration category. Incomplete applications will not meet the criteria for Special Consideration and thus, will not be considered further in this category.

A holistic review of all required documentation is used for consideration of applications in the Special Consideration category, with no particular weight to any one requirement. Decisions have a subjective and objective components and applicants are reminded that seats are limited and meeting the eligibility requirements of this category is not a guarantee of admission.

Students wishing to be considered in the Special Consideration category must indicate so in the appropriate section on the Asper School of Business Application Form. If students do not indicate this on the application form by the deadline, they will not be eligible for consideration within the Special Consideration category.

A limited number of admission spaces (up to 4) are offered to the Special Consideration applicants annually. The allocation of available spaces is entirely within the discretion of the Special Consideration selection committee, which shall not be bound to admit any candidate in the Special Consideration Category in a given year.

A Special Consideration applicant who has achieved an AGPA which meets the cut-off in the Regular Category, without any special consideration exclusions, will automatically be admitted as a regular applicant.

Applicants are advised that appeals of reconsideration decisions by the Chair of the selection committee and the Senate Admissions Appeal Committee focus on questions of correct adherence to published policies and procedures outlined in this document, and NOT on subjective issues or the relative merits of the application.

Recommendation

The Faculty recommends approval of the modifications to the Special Consideration category of Admission effective for the September 2020 admission intake.

Current Special Consideration Category

A limited number of admission spaces may be offered to Special Consideration applicants annually. The allocation of available spaces is entirely within the discretion of the Selection Committee, which shall not be bound to admit any candidate in the Special Consideration Category in a given year. Meeting the eligibility requirements of this category is not a guarantee of admission.

Special Consideration applicants will also automatically be considered in the Regular Category if it is deemed to be to their advantage. For example, a Special Consideration applicant who has achieved an AGPA which exceeds the cut-off in the Regular Category will automatically be admitted as a regular applicant.

This category is for students who meet either Track 1 or Track 2 requirements but whose academic record may not be competitive in the selection process. Such students may apply for Special Consideration only if they meet the criteria for Special Consideration. Only a limited number of applicants with compelling reasons can be admitted under the Special Consideration Category. Meeting the eligibility requirements of this category is not a guarantee of admission. Applicants would be eligible for Special Consideration if they:

- a) are Canadian Citizens or Permanent Residents, and
- b) meet the minimum eligibility requirements for admission to the Asper School of Business under Track 1 or Track 2, and
- c) are considered by the Selection Committee to be worthy of Special Consideration because they either:
 - i. have academic records that are not a true reflection of their academic and intellectual merit because of their *exceptional* life circumstances (exceptional circumstances include physical, societal, educational, economic, medical, geographical and other obstacles encountered by the applicant), or
 - ii. have been *employed or self employed* full-time for a period of not less than two years and display skills and attributes in any or all personal, work, or community activities which indicate that they can make a significant contribution to the Bachelor of Commerce (Honours) program, become competent managers, or can make a significant contribution to the community.

The characteristics that may be considered when evaluating Special Consideration applicants include the applicant's motivation, occupational background, ability to work with people, leadership role in any form of organizational activity, entrepreneurial skills and abilities, demonstrated maturity, demonstrated initiative relevant to a management career, special awards and recognition, and personal integrity.

A holistic review of these characteristics along with all required documentation is used for consideration of applications in the Special Consideration category, with no particular weight to any one requirement. Decisions are necessarily subjective; reasons are neither recorded or given.

Students wishing to be considered in the Special Consideration category must indicate so in the appropriate section on the Asper School of Business **Application Form**. If students do not indicate this on the application form by the March 15 deadline, they will not be eligible for consideration within the Special Consideration category

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Authorized Withdrawal or Program Withdrawal Policy, Undergraduate Medical Education, Max Rady College of Medicine, Rady Faculty of Health Sciences

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.
2. At its meeting on November 22, 2018 SCIE considered the proposed Authorized Withdrawal or Program Withdrawal Policy from the Max Rady College of Medicine, Rady Faculty of Health Sciences.

Observations:

1. The proposed policy defines Authorized Withdrawal and Program Withdrawal in the context of the Undergraduate Medical Education Program.
2. A student wishing a Program Withdrawal would be required to provide a request in writing to the Associate Dean, Undergraduate Medical Education. If a student wished to return to the program after a Program Withdrawal, the student would be required to re-apply for admission.
3. A student could request an Authorized Withdrawal under Medical Grounds or Compassionate Grounds. A student wishing an Authorized Withdrawal would be required to make the request in writing to the Associate Dean, Undergraduate Medical Education, who would determine whether the request would be approved. An Authorized Withdrawal would have conditions for re-enrollment. If a student wished to return to the program from an Authorized Withdrawal of 3 years or longer, the student would be required to re-apply for admission to the program.
4. The Procedures section outlines the responsibilities of the Administrator, Enrolment; Administrator, Clerkship; and Administrator, Pre-Clerkship.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed Authorized Withdrawal or Program Withdrawal Policy, Undergraduate Medical Education, 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.



MEMORANDUM

Date: October 26, 2018

To: Jeff LeClerc, University Secretary
Shannon Coyston, Associate University Secretary (Senate)

From: Dr. Brian Postl, Dean and Vice-Provost Rady Faculty of Health Sciences

Re: **Authorized Withdrawal or Program Withdrawal Policy – Undergraduate Medical Education Program, Max Rady College of Medicine**

Please find enclosed a proposed policy entitled, “Authorized Withdrawal or Program Withdrawal Policy” (previously titled “Withdrawal from the MD Program”), UGME, Max Rady College of Medicine.

Background:

Currently, a Withdrawal from the MD Program Policy is in place (approved in December, 2011, attached). The policy has been re-written, to complement the existing University of Manitoba Authorized Withdrawal Policy and to distinguish from the University of Manitoba Voluntary Withdrawal Policy. In essence, this policy now considers Authorized Withdrawals from a year of the UGME program for medical or compassionate grounds, and considers Program Withdrawals from the UGME program in its entirety. In addition, this draft policy now sets out the conditions (and process) for approval and re-enrollment/re-admissions. It will replace the Withdrawal from the MD Program Policy. It should be read in conjunction with the recently approved UGME Leaves of Absence Policy found at the following link:

http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/media/Leaves_of_Absence_Policy_10.24.18.pdf

The significant portions of this policy include:

- Definitions:
 - 2.1 and 2.5 – Definitions for Authorized Withdrawal and Program Withdrawal.
 - 2.3 – LOA definition connected to the UGME LOA policy.
 - 2.7 – notation that Voluntary Withdrawals pursuant to the University of Manitoba Voluntary Withdrawal Policy, do not apply.
- Policy Statements:
 - 3.2 – A statement that ceasing to attend classes does not constitute an AW, PW or LOA.
 - 3.3 – Setting out the annual reporting requirement.
 - 3.4 to 3.7 – The process for Program Withdrawals and re-application at a later date.
 - 3.8 to 3.17 – The conditions for Authorized Withdrawals (medical grounds or compassionate grounds), the process to request an Authorized Withdrawal, the conditions for re-enrolment, and the process for re-enrolment.
 - 3.18 – the right to appeal a decision made pursuant to this policy.
- Procedure Statements:
 - 4.1 to 4.7 – statements setting out the responsibilities for the Administrator Enrolment.
 - 4.8 to 4.12 – statements setting out the responsibilities for the Administrator Clerkship.
 - 4.13 to 4.14 – statements setting out the responsibilities for the Administrator Pre-clerkship.

Application:

This policy applies to all students in the Undergraduate Medical Education program.

Consultation:

The policy was drafted through a working group including membership within UGME and Admissions. It received legal review. It was circulated for feedback within UGME and the revisions were recommended for approval by the UGME Progress Committee on September 14, 2018. It was recommended for approval by the College Council, Max Rady College of Medicine, on October 24, 2018. Various drafts were sent to the Registrar, however no feedback was received.

Approvals:

We are requesting approval of this draft policy by the Senate Committee on Instruction and Evaluation and Senate.

I look forward to hearing from you. Thank you.

Copy: Dr. Barry Cohen, Chair, UGME Progress Committee, Max Rady College of Medicine
Dr. Ira Ripstein, Associate Dean, UGME, Max Rady College of Medicine
Marcia Langhan, Director, Planning & Priorities, Rady Faculty of Health Sciences

Encls.



Max Rady College of Medicine Undergraduate Medical Education Policy

Policy Name:	Authorized Withdrawal or Program Withdrawal from the MD Program
Application/ Scope:	All students registered in the UGME Program
Approved (Date):	December, 2011
Review Date:	5 years from the last revised date
Revised (Date):	[to be inserted]
Approved By:	Reviewed at UGME Progress Committee: September 14, 2018 College Council, Max Rady College of Medicine: October 24, 2018 Senate: [date]

1. **PURPOSE**

To define the criteria and process for Authorized Withdrawals and Program Withdrawals from the Undergraduate Medical Education Program. This Policy and Procedure is intended to complement and supplement The University of Manitoba Authorized Withdrawal Policy and Authorized Withdrawal Procedure.

2. **DEFINITIONS**

- 2.1. **Authorized Withdrawal** - an approved withdrawal from one or more of Med I, Med II, Med III or Med IV, (each year constituting a “Term” or course under the University’s Authorized Withdrawal Policy) for medical or compassionate grounds, in accordance with the process set out in this Policy. An Authorized Withdrawal will appear on the Student’s Medical School Performance Record (“MSPR”) (also called the “Dean’s Letter”) but not on any Official Transcript issued by the University’s Registrar’s Office.
- 2.2. **Curriculum Management System** – the software application that enables the Max Rady College of Medicine and University of Manitoba to manage UGME student data.
- 2.3. **Leave of Absence or LOA** – a period of leave, established, administered and approved by the Program that enables a student to take a temporary leave from the Program, in accordance with the UGME Leaves of Absences (LOA) Policy. Any Leaves of Absence during an academic year are addressed in the UGME Leaves of Absences (LOA) Policy and not under this policy.
- 2.4. **Program** – the four-year Doctor of Medicine program at the Max Rady College of Medicine, University of Manitoba.
- 2.5. **Program Withdrawal**– a withdrawal by a student from the Program in its entirety, who no longer wishes to participate in the Program, and who does not meet the criteria for an Authorized Withdrawal. A Program Withdrawal under this Policy is distinguishable from a Voluntary Withdrawal under the University’s Voluntary Withdrawal Policy, which contemplates withdrawal from a particular course in accordance with certain timelines, without academic penalty. Such parameters do not apply in the Program, as each academic year of the Program, i.e., Med I, Med II, Med III and Med IV constitute a “Term” and course under the University’s Academic Calendar, and each Program Term must be successfully completed in order to move on to the next Program Term, in accordance with the UGME Policy on Promotion and Failure. A Program Withdrawal granted under this Policy will appear on the Student’s MSPR (also called the Dean’s Letter) and on any Official Transcript issued by the University’s Registrar’s Office.

- 2.6. **UGME** – Undergraduate Medical Education

- 2.7. **Voluntary Withdrawal** – a registration option that enables students in some programs to withdraw from a course of courses after the registration revision period without academic penalty. This option is not available to students in the Program.

3. **POLICY STATEMENTS**

- 3.1. Any student considering withdrawal or temporary leave from the Program should first meet with the Associate Dean, Student Affairs, UGME, to discuss the options available to the student, and consider all possible implications (e.g., academic progression, financial aid eligibility, student visa requirements) prior to making a decision. The student may also wish to consult with the Office of Student Advocacy (including discussing the matter of possible fee appeals to the Registrar's Office).
- 3.2. Ceasing to attend classes, rotations or other course requirements, regardless of reason, will not constitute an Authorized Withdrawal, Program Withdrawal or Leave of Absence. Students who do not complete a Program Withdrawal, receive an Authorized Withdrawal, or receive an approved Leave of Absence remain enrolled in the Program and will receive a final grade.
- 3.3. The Max Rady College of Medicine must provide an annual report on Authorized Withdrawal and Program Withdrawal applications and approvals to the Provost and Vice-President (Academic), University of Manitoba.

Program Withdrawal

- 3.4. If a student wishes a Program Withdrawal, the student shall provide a request in writing to the Associate Dean, UGME.
- 3.5. The Associate Dean, UGME shall provide written confirmation of the student's decision of Program Withdrawal to:
- (a) the student;
 - (b) the Administrator, Enrolment, Max Rady College of Medicine; and
 - (c) the Administrators, Clerkship, Pre-Clerkship, Clerkship Evaluations and Pre-Clerkship Evaluations (as applicable).
- 3.6. Upon Program Withdrawal, the student is considered to have withdrawn from the Program with no anticipated date of return.
- 3.7. If, at a later date, a student with a Program Withdrawal wishes to return to the Program, the student must re-apply for Program admission as if he or she were a new applicant and in accordance with the Program admission and eligibility requirements as they then exist and are set out in the Program Applicant Information Bulletin.

Authorized Withdrawal

- 3.8. An Authorized Withdrawal may be approved under the following circumstances:
- (a) Medical Grounds. When a serious event, including but not limited to illness, accident or injury affects a student's ability to attend classes and/or complete course requirements; and/or
 - (b) Compassionate Grounds. When an extraordinary personal circumstance, including but not limited to a serious illness or death of a significant person in a student's life affects a student's ability to attend classes and/or complete course requirements.

- 3.9. If a student wishes an Authorized Withdrawal, the student shall provide the request for Authorized Withdrawal in writing to the Associate Dean, UGME. The request shall be made prior to the end of the Term to which the Authorized Withdrawal applies. The Authorized Withdrawal request shall include:
- (a) A letter from the student requesting an Authorized Withdrawal with an explanation detailing how the circumstances or symptoms affected his/her ability to attend classes and/or complete course requirements;
 - (b) Supporting documentation including but not limited to:
 - a. Letters or documents from objective, credible and verifiable health care professionals. Students are encouraged to consult the Guidelines for Health Care Professionals that are available through the University's Office of Student Advocacy;
 - b. A funeral program and/or obituary;
 - c. A police report or auto accident report and/or
 - d. Travel receipts (e.g. airline, rail, bus).
- 3.10. The Associate Dean, UGME shall determine whether an Authorized Withdrawal is approved, taking into consideration the Medical Grounds and/or Compassionate Grounds affecting the student as well as the student's current academic record and if so approved, the conditions for re-enrolment.
- 3.11. An Authorized Withdrawal shall have conditions for re-enrolment, as determined by the Associate Dean, UGME. The conditions for re-enrolment shall include:
- (a) At the time of the request for re-enrolment, the student has met the academic criteria and technical standards requirements or will satisfactorily complete any such requirements prior to re-enrolment.
 - (b) The year of re-entry (e.g., Med I, Med II, Med III or Med IV) will be based on the educational level of the student at the time of the request for re-enrolment, based on the review of the Associate Dean, UGME, considering curriculum requirements as they then exist compared to when the AW was granted.
 - (c) The student must comply with all other regular Program requirements, including providing evidence of student registration with the College of Physicians and Surgeons of Manitoba, providing updated clearance checks for criminal records, adult abuse registry and child abuse registry, compliance with applicable immunization requirements and CPR requirements, and ensuring payment of all University tuition fees and expenses.
 - (d) If a student has been on Authorized Withdrawal for three (3) years or longer, the student shall be required to re-apply for admission through the regular first-year admissions process as if she/he were a new applicant and meet the Program admission and eligibility requirements as they then exist and are set out in the Program Applicant Information Bulletin.
- 3.12. Additional conditions for re-enrolment may include, without limitation:
- (a) Meeting with an academic advisor;
 - (b) Producing a certificate of fitness to return to studies;
 - (c) Making use of support services on campus;
 - (d) Re-enrolment subject to availability of space given that the Program is a limited enrolment program.
- 3.13. If the student receives an Authorized Withdrawal, the Associate Dean, UGME shall provide written confirmation of the Authorized Withdrawal with the conditions for re-enrollment to:
- (a) the student;
 - (b) the Administrator, Enrolment, Max Rady College of Medicine; and
 - (c) the Administrators, Clerkship, Pre-Clerkship, Clerkship Evaluations and Pre-Clerkship Evaluations (as applicable).
- 3.14. If a student is unsuccessful in receiving an Authorized Withdrawal, the student may appeal the decision to the UGME Student Appeals Committee, within ten (10) working days of the decision, in accordance with the process set out in the Undergraduate Medical Education Student Appeals (UGME SAC) Policy.

- 3.15. If, at a later date, a student with an Authorized Withdrawal wishes to return to the Program, the student should discuss their potential re-enrolment and actions that must be taken to facilitate a re-enrolment with the Associate Dean, UGME, and/or Associate Dean, Student Affairs, UGME. Should the student wish to re-enrol, the student shall provide a written request with appropriate documentation showing compliance with the conditions of re-enrolment to the Associate Dean, UGME.
- 3.16. Within thirty (30) working days of receipt of the student's re-enrolment request, the Associate Dean, UGME will review the request, meet with the student if required, and determine the student's eligibility for re-enrolment based upon the conditions for re-enrolment.
- 3.17. The Associate Dean, UGME, will communicate, in writing, the decision regarding re-enrolment (which may include a request for further documentation to corroborate documentation already received) and appropriate date for return, if applicable, to:
 - (a) the student;
 - (b) the Administrator, Enrolment, Max Rady College of Medicine;
 - (c) the Administrators, Clerkship, Pre-Clerkship, Clerkship Evaluations and Pre-Clerkship Evaluations (as applicable); and
 - (d) the University's Registrar's Office.
- 3.18. If re-enrolment is denied, and/or the student is otherwise not accepting of the decision of the Associate Dean, UGME, the student may appeal the decision to the UGME Student Appeals Committee, within ten (10) working days of the decision, in accordance with the process set out in the Undergraduate Medical Education Student Appeals (UGME SAC) Policy.

4. **PROCEDURES**

Responsibilities of the Administrator, Enrolment

Upon receipt of the letter confirming Authorized Withdrawal or Program Withdrawal from the Associate Dean, UGME, the Administrator, Enrolment:

- 4.1. Contacts the Registrar's Office to provide student's full name, student number, type of withdrawal and date of withdrawal. Liaises with Registrar's Office personnel to update the student's Aurora file and place student file on permanent hold;
- 4.2. Ensures that the student's contact information is up to date in AURORA Student;
- 4.3. Liaises with Financial Services to ensure that all financial obligations to the University for the student are completed;
- 4.4. Contacts the College of Physicians and Surgeons of Manitoba to inform them of student's withdrawal and date of withdrawal;
- 4.5. Creates permanent file for student and forwards to off-site storage;
- 4.6. Removes the student from any existing Curriculum Management System class lists and changes student status;
- 4.7. Collects lock, locker keys and mailbox keys from the student and updates lists as required.

Responsibilities of the Administrator, Clerkship:

Upon receipt of the letter confirming Authorized Withdrawal or Program Withdrawal from the Associate Dean, UGME, the Administrator, Clerkship:

- 4.8. Collects the student's pager and return for deactivation to the Manitoba e-Health Telecommunications Office;
- 4.9. Collects the student's hospital access card and arrange for deactivation with hospital Security Services;

- 4.10. Arranges for deactivation of hospital computer privileges with Manitoba e-Health;
- 4.11. Arranges for deactivation of clerkship stipend payment with WRHA-HRSS Office;
- 4.12. Removes student from all clerkship groups and notifies department administrators.

Responsibilities of the Administrator, Pre-Clerkship:

Upon receipt of the letter confirming Authorized Withdrawal or Program Withdrawal from the Associate Dean, UGME, the Administrator, Pre-Clerkship:

- 4.13. Removes the student from any Pre-Clerkship student listings/groups in the Curriculum Management System;
- 4.14. Removes the student from external records outside of the Curriculum Management System such as attendance sheets or student listings sent to departments.

5. **REFERENCES**

- 5.1. University of Manitoba Authorized Withdrawal Policy:
https://umanitoba.ca/admin/governance/media/Authorized_Withdrawal_Policy_-_2016_09_01.pdf
- 5.2. University of Manitoba Authorized Withdrawal Procedure:
http://umanitoba.ca/governance/media/Authorized_Withdrawal_Procedures_-_2016_09_01.pdf
- 5.3. University of Manitoba Voluntary Withdrawal Policy:
https://umanitoba.ca/admin/governance/media/Voluntary_Withdrawal_Policy_-_2016_09_01.pdf
- 5.4. Undergraduate Medical Education Leaves of Absence (LOA) Policy:
http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/media/Leaves_of_Absence_Policy_10.24.18.pdf
- 5.5. Undergraduate Medical Education Student Appeals (UGME SAC) Policy:
http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/media/Student_Appeals_Policy.pdf

6. **POLICY CONTACT**

Please contact the Associate Dean, UGME, Max Rady College of Medicine with questions respecting this policy.

Report of the Senate Committee on Instruction and Evaluation RE: Report of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: Proposed Essential Skills and Abilities for Master of Science Degree in Genetic Counselling, Department of Biochemistry and Medical Genetics

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.
2. At its meeting on November 22, 2018 SCIE considered the Report of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: Proposed Essential Skills and Abilities for Master of Science Degree in Genetic Counselling, Department of Biochemistry and Medical Genetics.

Observations:

1. The proposed essential skills and abilities requirements are in accordance with the Accreditation Council for Genetic Counselling's *Practice –Based Competencies for Genetic Counsellors*.
2. Graduates of the Master of Science degree in Genetic Counselling would be required to obtain essential skills and abilities as grouped in the following four domains:
 - i) Genetics Expertise and Analysis
 - ii) Interpersonal, Psychosocial and Counselling Skills
 - iii) Education
 - iv) Professional Development and Practice
3. Any candidate for the Master of Science degree in Genetic Counselling who could not demonstrate the required skills and abilities throughout their course of study would be recommended to withdraw from the program.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the Report of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: Proposed Essential Skills and Abilities for Master of Science Degree in Genetic Counselling, Department of Biochemistry and Medical Genetics, 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.

Report of the Faculty Council of Graduate Studies on Program, 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 an Essential Skills and Abilities statement from the Department of Biochemistry & Medical Genetics, which follows this report.

Observations

1. The Implementation Working Group for the Cooper Commission Report endorsed proposed graduate Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation for the **Department of Biochemistry and Medical Genetics: M.Sc. in Genetics Counselling** dated May 18, 2018.

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the Essential Skills & Abilities statement from the Implementation Working Group for the Cooper Commission Report for the unit listed below be approved by Senate:

Department of Biochemistry & Medical Genetics

Respectfully submitted,

Dr. Todd A. M. Mondor, Chair
Faculty Council Committee

/ak



UNIVERSITY
OF MANITOBA

Office of the University Secretary
312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

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: **Proposed Essential Skills and Abilities, M.Sc. in Genetic Counselling**

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, a proposal from the Department of Biochemistry and Medical Genetics, Max Rady College of Medicine, to establish *Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the M.Sc. in Genetics Counselling Program*. The proposal was reviewed and endorsed by the Implementation Working Group at its meeting on May 11, 2018 and by the Department Council of Biochemistry and Medical Genetics on March 16, 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. L Simard
Prof. J. Hartley
Ms. C. Hadaller
Dr. M. Torchia

March 19, 2018

Dr. Hope Anderson
Associate Dean, Faculty of Graduate Studies
Vice Dean, Graduate Studies, Rady Faculty of Health Sciences
University of Manitoba
Winnipeg, Manitoba
Canada

Attention: Cheryl Hadaller
cheryl.hadaller@umanitoba.ca

Dear Dr. Anderson,

Re: Essential Skills and Abilities for the MSc in Genetic Counselling Program

The MSc in Genetic Counselling is a new graduate program within the Department of Biochemistry and Medical Genetics, Max Rady College of Medicine, Rady Faculty of Health Sciences. Our program received "New Program" accreditation status on January 26, 2017 indicating that our curriculum meets appropriate standards related to all Practice Based Competencies as defined by the Accreditation Council for Genetic Counseling (ACGC).

Given that our program is subject to external accreditation by the ACGC, we have prepared an Essential Skills and Abilities document for the MSc Genetic Counselling Program, which was approved by the Biochemistry and Medical Genetics Departmental Council on March 16, 2018. We have attached the following:

1. MSc Genetic Counselling Essential Skills and Abilities
2. ACGC Practice Based Competencies

Could you please review the Essential Skills and Abilities document and submit to the Senate Committee on Instruction and Evaluation?

If you have any enquiries subsequent to your review, please do not hesitate to contact either Jessica Hartley, the Genetic Counselling Program Director (jessica.hartley@umanitoba.ca) or myself (louise.simard@umanitoba.ca).

It is our understanding that subsequent to approval by FGS, this item will be forwarded to Senate for approval.

Thank you for your consideration of this matter.

Sincerely



Louise R. Simard, PhD
Professor, Department Head
Biochemistry and Medical Genetics
Tel: (204) 977-5689
Fax: (204) 789-3900
Louise.Simard@umanitoba.ca

Administrative Assistant - Philip Dufresne
Tel: (204) 789-3593
Philip.Dufresne@umanitoba.ca

Cc: Jessica Hartley
jessica.hartley@umanitoba.ca

Enclosures: 2

Policy Name:	Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MSc Genetic Counselling Program
Application/Scope:	Candidates for Admission, Promotion or Graduation in the MSc Genetic Counselling Program
Review Date:	February 12, 2018
Revised (Date):	
Approved by:	Genetic Counselling Program Advisory Committee (February 12, 2018) BMG Department Council (March 16, 2018)

1. **PURPOSE:**

1.1 The MSc in Genetic Counselling Program (GCP) at the University of Manitoba is responsible to the public and the profession of genetic counselling to ensure graduates have the knowledge, skills, professional behaviours and attitudes to enter practice as a certified genetic counsellor in Canada. Graduates must demonstrate mastery of a broad body of genetics knowledge, and develop skills in the following domains: Communication Skills; Critical-Thinking Skills; Interpersonal, Counselling and Psychosocial Assessment Skills; and Professional Ethics and Values in accordance to the [Practice Based Competencies](#) as defined by the Accreditation Council for Genetic Counseling (ACGC).

1.2 It is important to note that an offer of admission to the GCP is not evidence that the program has verified that an applicant has the prerequisite skills and abilities for success in the program. However, these skills and abilities are essential if students are to be successful in achieving the competency standards of the profession. In addition to obtaining an MSc in Genetic Counselling degree, an individual must pass certification examinations either through the American Board of Genetic Counseling (ABGC) or the Canadian Association of Genetic Counselling (CAGC) in order to practice as a certified genetic counsellor. Prospective candidates must be aware that genetics expertise, communication skills, timely critical thinking, emotional health and psychological stability, professional behaviours, and adaptation to a changing environment and are examined through the duration of this program.

2. **POLICY STATEMENTS:**

2.1 An applicant or candidate for the GCP degree must reasonably expect that while enrolled in the MSc in Genetic Counselling Program he or she will be able to demonstrate the required Skills and Abilities according to the ACGC Practice Based Competencies, which may be subject to periodic update. These skills and abilities are taught and evaluated throughout all aspects of the program (clinical, academic, research).

The skills and abilities are grouped in four domains:

Domain I: Genetics Expertise and Analysis

A student must demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles. They must be able to integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being. A student must construct relevant, targeted and comprehensive personal and family histories and pedigrees. A student must be able to identify, assess, facilitate, and integrate genetic testing options in genetic counselling practice. A student must assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test

result(s), and other pertinent information. A student must demonstrate the skills necessary to successfully manage a genetic counselling case and be able to critically assess genetic/genomic, medical and social science literature and information.

Domain II: Interpersonal, Psychosocial and Counselling Skills

A student must be able to establish a mutually agreed upon genetic counselling agenda with the client. They must employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns and use a range of genetic counselling skills and models to facilitate informed decision making and adaptation to genetic risks or conditions. A student must promote client-centered, informed, noncoercive and value-based decision-making. They must understand how to adapt genetic counselling skills for varied service delivery models and apply genetic counselling skills in a culturally responsive and respectful manner to all clients.

Domain III: Education

A student must be able to effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter. They must be able to write concise and understandable clinical and scientific information for audiences of varying educational backgrounds. They must effectively be able to give a presentation on genetics, genomics and genetic counselling issues

Domain IV: Professional Development & Practice

A student must act in accordance with the ethical, legal and philosophical principles and values of the genetic counselling profession and the policies of the University of Manitoba and the Health Authority. A student must demonstrate understanding of the research process. They must demonstrate the skills to advocate for individuals, families, communities and the genetic counselling profession. A student must demonstrate a self-reflective, evidenced based and current approach to genetic counselling practice. They must understand the methods, roles and responsibilities of the process of clinical supervision of trainees. Finally, a student must establish and maintain professional interdisciplinary relationships in both team and one-on-one settings, and recognize one's role in the larger healthcare system.

- 2.2 All applicants to the GCP are expected to review this document to self-assess their ability to meet these standards; all applicants offered admission must acknowledge such review and understand that they will be assessed on this set of essential skills.
- 2.3 Any candidate for the GCP degree who cannot demonstrate the required skills and abilities throughout their course of study will be recommended to withdraw from the program.
- 2.4 The Genetic Counselling Program is committed to providing appropriate assistance to help genetic counselling students succeed in the program. **Some skills may be achieved with reasonable accommodation for genetic counselling students with a documented disability, while maintaining patient safety, both from a medical and psychosocial perspective.** Where necessary, reference should be made to the Accessibility Policy and Procedure:
http://umanitoba.ca/admin/governance/governing_documents/students/accessibility.html
- 2.5 All accommodations must be approved through Student Accessibility Services. Students who anticipate requiring accommodation are responsible for notifying Student Accessibility Services in a

proactive fashion at the time of application, or at any time throughout their genetic counselling education program.

- 2.6 Students are expected to obtain an MSc in Genetic Counselling degree within two years. Students may request an extension of time within which to complete the program; such requests are considered on a case-by-case basis.

3. **REFERENCE**

- 3.1 This policy document is guided by the 2015 Accreditation Council for Genetic Counseling [Practice Based Competencies for Genetic Counselors](#). 4400 College Blvd., Ste. 220, Overland Park, KS 66211

4. **POLICY CONTACT**

MSc Genetic Counselling Program Director

5. **STUDENT ACKNOWLEDGEMENT:**

I acknowledge that I have read this document carefully, that I have assessed my ability to meet the essential skills and abilities outlined in this document and that I anticipate that I am able to meet the described essential skills and abilities for admission, promotion and graduation from the Genetic Counselling Program. I understand that reasonable accommodations for some skills are available to me.

Student Name _____

(Please Print)

Student # _____

(Signature)

Date _____

Permanent Address _____

Telephone _____



ACGC

Accreditation Council
for Genetic Counseling

Fostering excellence in education for the future of genetic counseling

Practice-Based Competencies for Genetic Counselors

© 2015

ACGC

Accreditation Council for Genetic Counseling
4400 College Blvd., Ste. 220, Overland Park, KS 66211
913-222-8668
www.gceducation.org

Practice-Based Competencies for Genetic Counselors

This document defines and describes the twenty two practice-based competencies that an entry-level provider must demonstrate to successfully practice as a genetic counselor. It provides guidance for the training of genetic counselors and an assessment for maintenance of competency of practicing genetic counselors. The didactic and experiential components of a genetic counseling training curriculum and maintenance of competency for providers must support the development of competencies categorized in the following domains: **(I) Genetics Expertise and Analysis**; **(II) Interpersonal, Psychosocial and Counseling Skills**; **(III) Education**; and **(IV) Professional Development & Practice**. These domains describe the minimal skill set of a genetic counselor, which should be applied across practice settings. Some competencies may be relevant to more than one domain. *Italicized words are defined in the glossary.*

Domain I: Genetics Expertise and Analysis

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of *genetics* and *genomics* core concepts and principles.
2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote *client* well-being.
3. Construct relevant, targeted and comprehensive personal and family histories and pedigrees.
4. Identify, assess, facilitate, and integrate genetic testing options in genetic counseling practice.
5. Assess individuals' and their relatives' *probability of conditions with a genetic component* or carrier status based on their pedigree, test result(s), and other pertinent information.
6. Demonstrate the skills necessary to successfully manage a genetic counseling case.
7. Critically assess genetic/genomic, medical and social science literature and information.

Domain II: Interpersonal, Psychosocial and Counseling Skills

8. Establish a mutually agreed upon genetic counseling agenda with the client.
9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.
10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.
11. Promote client-centered, informed, non-coercive and value-based decision-making.

12. Understand how to adapt genetic counseling skills for varied service delivery models.
13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.

Domain III: Education

14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.
15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.
16. Effectively give a presentation on genetics, genomics and genetic counseling issues.

Domain IV: Professional Development & Practice

17. Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.
18. Demonstrate understanding of the research process.
19. Advocate for individuals, families, *communities* and the genetic counseling profession.
20. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.
21. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.
22. Establish and maintain professional *interdisciplinary relationships* in both team and one-on-one settings, and recognize one's role in the larger healthcare system.

Appendix: Samples of Activities and Skills that may assist in Meeting Practice-Based Competencies

These samples may assist in curriculum planning, development, implementation and program and counselor evaluation. They are not intended to be exhaustive nor mandatory, as competencies can be achieved in multiple ways.

Domain I: Genetics Expertise and Analysis

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of *genetics* and *genomics* core concepts and principles.

- a) Demonstrate knowledge of principles of human, medical, and public health genetics and genomics and their related sciences. These include:
 - Mendelian and non-Mendelian inheritance
 - Population and quantitative genetics
 - Human variation and disease susceptibility
 - *Family history* and *pedigree* analysis
 - Normal/abnormal physical & psychological development
 - Human reproduction
 - Prenatal genetics
 - Pediatric genetics
 - Adult genetics
 - Personalized genomic medicine
 - Cytogenetics
 - Biochemical genetics
 - Molecular genetics
 - Embryology/Teratology/Developmental genetics
 - Cancer genetics
 - Cardiovascular genetics
 - Neurogenetics
 - Pharmacogenetics
 - Psychiatric genetics
- b) Apply knowledge of genetic principles and understand how they contribute to etiology, clinical features and disease expression, natural history, differential diagnoses, genetic testing and test report interpretation, pathophysiology, recurrence risk, management and prevention, and *population screening*.

2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote *client* well-being.

- a) Demonstrate an understanding of psychosocial, ethical, and legal issues related to genetic counseling encounters.

- b) Describe common emotional and/or behavioral responses that may commonly occur in the genetic counseling context.
- c) Recognize the importance of understanding the lived experiences of people with various genetic/genomic conditions.
- d) Evaluate the potential impact of psychosocial issues on client decision-making and adherence to medical management.

3. Construct relevant, targeted and comprehensive personal and family histories and pedigrees.

- a) Demonstrate proficiency in the use of pedigree symbols, standard notation, and nomenclature.
- b) Utilize interviewing skills to elicit a family history and pursue a relevant path of inquiry.
- c) Use active listening skills to formulate structured questions for the individual case depending on the reason for taking the family history and/or potential diagnoses.
- d) Elicit and assess pertinent information relating to medical, developmental, pregnancy and psychosocial histories.
- e) Extract pertinent information from available medical records.

4. Identify, assess, facilitate, and integrate genetic testing options in genetic counseling practice.

- a) Investigate the availability, analytic validity, clinical validity, and clinical utility of screening, diagnostic and predictive genetic/genomic tests.
- b) Evaluate and assess laboratories and select the most appropriate laboratory and test based on the clinical situation.
- c) Identify and discuss the potential benefits, risks, limitations and costs of genetic testing.

Practice-Based Competencies for Genetic Counselors

- d) Coordinate and facilitate the ordering of appropriate genetic testing for the client.
- e) Interpret the clinical implications of genetic test reports.
- f) Recognize and differentiate specific considerations relevant to genetic versus genomic and clinical versus research testing in terms of the informed consent process, results disclosure, institutional review board (IRB) guidelines, and clinical decision-making.

5. Assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test result(s), and other pertinent information.

- a) Assess probability of conditions with a genetic component or carrier status using relevant knowledge and data based on pedigree analysis, inheritance patterns, genetic epidemiology, quantitative genetics principles, and mathematical calculations.
- b) Incorporate the results of screening, diagnostic and predictive genetic/genomic tests to provide accurate risk assessment for clients.
- c) Evaluate familial implications of genetic/genomic test results.
- d) Identify and integrate relevant information about environmental and lifestyle factors into the risk assessment.

6. Demonstrate the skills necessary to successfully manage a genetic counseling case.

- a) Develop and execute a *case management* plan that includes case preparation and follow-up.

- b) Assess and modify the case management plan as needed to incorporate changes in management and surveillance recommendations.
- c) Document and present the genetic counseling encounter information clearly and concisely, orally and in writing, in a manner that is understandable to the audience and in accordance with professional and institutional guidelines and standards.
- d) Identify and introduce research options when indicated and requested in compliance with applicable privacy, human subjects, regional and institutional standards.
- e) Identify, access and present information to clients on local, regional, national and international resources, services and support.

7. Critically assess genetic/genomic, medical and social science literature and information.

- a) Plan and execute a thorough search and review of the literature.
- b) Evaluate and critique scientific papers and identify appropriate conclusions by applying knowledge of relevant *research methodologies* and statistical analyses.
- c) Synthesize information obtained from a literature review to utilize in genetic counseling encounters.
- d) Incorporate medical and scientific literature into evidenced-based practice recognizing that there are limitations and gaps in knowledge and data.

Domain II: Interpersonal, Psychosocial and Counseling Skills

8. Establish a mutually agreed upon genetic counseling agenda with the client.

- a) Describe the genetic counseling process to clients.
- b) Elicit client expectations, perceptions, knowledge, and concerns regarding the genetic counseling encounter and the reason for referral or contact.

- c) Apply client expectations, perceptions, knowledge and concerns towards the development of a mutually agreed upon agenda.
- d) Modify the genetic counseling agenda, as appropriate by continually *contracting* to address emerging concerns.

9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.

- a) Elicit and evaluate client emotions, individual and family experiences, beliefs, behaviors, values, coping mechanisms and adaptive capabilities.
- b) Engage in relationship-building with the client by establishing rapport, employing active listening skills and demonstrating empathy.
- c) Assess and respond to client emotional and behavioral cues, expressed both verbally and non-verbally, including emotions affecting understanding, retention, perception, and decision-making.

10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.

- a) Demonstrate knowledge of psychological defenses, family dynamics, family systems theory, coping models, the grief process, and reactions to illness.
- b) Utilize a range of basic counseling skills, such as open-ended questions, reflection, and normalization.
- c) Employ a variety of advanced genetic counseling skills, such as anticipatory guidance and in-depth exploration of client responses to risks and options.
- d) Assess clients' psychosocial needs, and evaluate the need for intervention and referral.
- e) Apply evidence-based models to guide genetic counseling practice, such as short-term *client-centered* counseling, grief counseling and crisis counseling.
- f) Develop an appropriate follow-up plan to address psychosocial concerns that have emerged in the encounter, including referrals for psychological services when indicated.

11. Promote client-centered, informed, non-coercive and value-based decision-making.

- a) Recognize one's own values and biases as they relate to genetic counseling.
- b) Actively facilitate client decision-making that is consistent with the client's values.

- c) Recognize and respond to client-counselor relationship dynamics, such as transference and countertransference, which may affect the genetic counseling interaction.
- d) Describe the continuum of non-directiveness to directiveness, and effectively utilize an appropriate degree of guidance for specific genetic counseling encounters.
- e) Maintain professional boundaries by ensuring directive statements, self-disclosure, and self-involving responses are in the best interest of the client.

12. Understand how to adapt genetic counseling skills for varied service delivery models.

- a) Tailor communication to a range of service delivery models to meet the needs of various audiences.
- b) Compare strengths and limitations of different service delivery models given the genetic counseling indication.
- c) Describe the benefits and limitations of *distance encounters*.
- d) Tailor genetic counseling to a range of service delivery models using relevant verbal and non-verbal forms of communication.
- e) Recognize psychosocial concerns unique to distance genetic counseling encounters.

13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.

- a) Describe how aspects of culture including language, ethnicity, life-style, socioeconomic status, disability, sexuality, age and gender affect the genetic counseling encounter.
- b) Assess and respond to client cultural beliefs relevant to the genetic counseling encounter.
- c) Utilize multicultural genetic counseling resources to plan and tailor genetic counseling agendas, and assess and counsel clients.
- d) Identify how the genetic counselor's personal cultural characteristics and biases may impact encounters and use this knowledge to maintain effective client-focused services.

Domain III: Education

14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.

- a) Identify factors that affect the learning process such as intellectual ability, emotional state, socioeconomic factors, physical abilities, religious and cultural beliefs, motivation, language and educational background.
- b) Recognize and apply risk communication principles and theory to maximize client understanding.
- c) Communicate relevant genetic and genomic information to help clients understand and adapt to conditions or the risk of conditions and to engage in informed decision-making.
- d) Utilize a range of tools to enhance the learning encounter such as handouts, visual aids, and other educational technologies.
- e) Communicate both orally and in writing using a style and method that is clear and unambiguous.
- f) Present balanced descriptions of lived experiences of people with various conditions.
- g) Explain and address client concerns regarding genetic privacy and related protections.
- h) Employ strategies for successful communication when working with interpreters.

15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.

- a) Develop written educational materials tailored to the intended audience.
- b) Recognize the professional and legal importance of medical documentation and confidentiality.
- c) Assess the challenges faced by clients with low literacy and modify the presentation of information to reduce the literacy burden.

16. Effectively give a presentation on genetics, genomics and genetic counseling issues.

- a) Assess and determine the educational goals and learning objectives based on the needs and characteristics of the audience.
- b) Develop an educational method or approach that best facilitates the educational goals of the presentation and considers the characteristics of the audience.
- c) Present using a delivery style that results in effective communication to the intended audience that is clear and unambiguous.
- d) Assess one's own teaching style and use feedback and other outcome data to refine future educational encounters.

Domain IV: Professional Development & Practice

17. Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.

- a) Follow the guidance of the National Society of Genetic Counselors Code of Ethics.
- b) Recognize and respond to ethical and moral dilemmas arising in genetic counseling practice and seek outside consultation when needed.
- c) Identify and utilize factors that promote client autonomy.
- d) Ascertain and comply with current professional credentialing requirements, at the institutional, state, regional and national level.

- e) Recognize and acknowledge situations that may result in a real or perceived conflict of interest.

18. Demonstrate understanding of the research process.

- a) Articulate the value of research to enhance the practice of genetic counseling.
- b) Demonstrate an ability to formulate a research question.
- c) Recognize the various roles a genetic counselor can play on a research team and identify opportunities to participate in and/or lead research studies.
- d) Identify available research-related resources.

- e) Apply knowledge of research methodology and *study design* to critically evaluate research outcomes.
- f) Apply knowledge of research methodology and study designs to educate clients about research studies relevant to them/their family.
- g) Describe the importance of human subjects' protection and the role of the Institutional Review Board (IRB) process.

19. Advocate for individuals, families, communities and the genetic counseling profession.

- a) Recognize the potential tension between the values of clients, families, communities and the genetic counseling profession.
- b) Support client and community interests in accessing, or declining, social and health services and clinical research.
- c) Identify genetic professional organizations and describe opportunities for participation and leadership.
- d) Employ strategies that to increase/promote access to genetic counseling services.

20. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.

- a) Display initiative for lifelong learning.
- b) Recognize one's limitations and capabilities in the context of genetic counseling practice.
- c) Seek feedback and respond appropriately to performance critique.
- d) Demonstrate a scholarly approach to genetic counseling, including using available evidence-based principles in the preparation and execution of a genetic counseling encounter.
- e) Identify appropriate individual and/or group opportunities for ongoing personal supervision and mentorship.
- f) Accept responsibility for one's physical and emotional health as it impacts on professional performance.
- g) Recognize and respect professional boundaries between clients, colleagues, and supervisors.

21. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.

- a) Engage in active reflection of one's own clinical supervision experiences.
- b) Identify resources to acquire skills to appropriately supervise trainees.
- c) Demonstrate understanding of the dynamics and responsibilities of the supervisor/supervisee relationship.

22. Establish and maintain professional *inter-disciplinary relationships* in both team and one-on-one settings, and recognize one's role in the larger healthcare system.

- a) Distinguish the genetic counseling *scope of practice* in relation to the roles of other health professionals.
- b) Develop positive relationships with professionals across different disciplines.
- c) Demonstrate familiarity with the *health care system* as it relates to genetic counseling practice including relevant privacy regulations, referral and payment systems.
- d) Demonstrate effective interaction with other professionals within the healthcare infrastructure to promote appropriate and equitable delivery of genetic services.
- e) Assist non-genetic healthcare providers in utilizing genetic information to improve patient care in a cost-effective manner.
- f) Promote responsible use of genetic/genomic technologies and information to enhance the health of individuals, communities, and the public.

Glossary

Case management: The planning and coordination of health care services appropriate to achieve a desired medical and/or psychological outcome. In the context of genetic counseling, case management requires the evaluation of a medical condition and/or risk of a medical condition in the client or family, evaluating psychological needs, developing and implementing a plan of care, coordinating medical resources and advocating for the client, communicating healthcare needs to the individual, monitoring an individual's progress and promoting client-centered decision making and cost-effective care.

Client centered: A non-directive form of talk therapy that was developed by Carl Rogers during the 1940's and 1950's. The goal of client-centered counseling is to provide clients with an opportunity to realize how their attitudes, feelings and behavior are being negatively affected and to make an effort to find their true positive potential. The counselor is expected to employ genuineness, empathy, and unconditional positive regard, with the aim of clients finding their own. (This is also known as person-centered or Rogerian therapy.)

Client: Anyone seeking the expertise of a genetic counselor. Clients include anyone seeking the expertise of a genetic counselor such as individuals seeking personal health information, risk assessment, genetic counseling, testing and case management; health care professionals; research subjects; and the public.

Contracting: The two-way communication process between the genetic counselor and the patient/client which aims to clarify both parties' expectations and goals for the session.

Distance Encounters: At present, and even more so in the future, clinical genetic services will be provided to patients/clients by providers who are not physically in the same location as the patient/client. These encounters can be called Distance Encounters, even if the provider and patient are not physically located at great distances from each other. Ways in which this care can be provided include interactive two-way video sessions in real time; asynchronous virtual consultations by store-and-forward digital transmission of patient images, data, and

clinical questions from the patient/client's healthcare provider to the genetic services provider; telephone consultation between genetic provider and patient/client; and perhaps additional forms of interaction between providers and patients/clients unimagined at present.

Family history: The systematic research and narrative of past and current events relating to a specific family that often include medical and social information.

Genetics: The branch of biologic science which investigates and describes the molecular structure and function of genes, how gene function produces effects in the organism (phenotype), how genes are transmitted from parent to offspring, and the distribution of gene variations in populations.

Genetic counseling: The process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease. Genetic counselors work in various settings and provide services to diverse clients.

Genomics: The branch of biology which studies the aggregate of genes in an organism. The main difference between genomics and genetics is that genetics generally studies the structure, variation, function, and expression of single genes, whereas genomics studies the large number of genes in an organism and their interrelationship.

Health care system: The organization of people, institutions, and resources to deliver health care services to meet the health needs of target populations. The laws, regulations and policies governing healthcare systems differ depending on the country, state/province, and institution.

Interdisciplinary relationships: Connections and interactions among members of a team of health care staff from different areas of practice.

Pedigree: A diagram of family relationships that uses symbols to represent people and lines to represent relationships. These diagrams make it easier to visualize relationships within families, particularly large extended families.

Population screening: Testing of individuals in an identified, asymptomatic, target population who may be at risk for a particular disease or may be at risk to have a child with a particular disease. Population screening may allow for the provision of information important for decision-making, early diagnosis, and improved treatment or disease prevention.

Probability of conditions with a genetic component: The chance, typically expressed as a fraction or a percentage, for an individual or a specific population to experience a condition that has a genetic component. This terminology is used intentionally rather than “genetic risk” because the concept of “risk” is not synonymous with “probability.” The origin of a probability can come from principles of Mendelian inheritance or from epidemiology. The probability of genetic disease is differentiated from risk of genetic disease in that probability conveys the numerical estimate for an individual patient or a specific population while risk includes additional elements including the burden of disease.

Population Genetics: The study of allele frequency distribution and change under evolutionary processes, and includes concepts such as the Hardy-Weinberg principle and the study of quantitative genetic traits.

Research methodologies: The process to define the activity (how, when, where, etc.) of gathering data.

Scope of practice: Genetic Counselors work as members of a health care team in a medical genetics program or other specialty/subspecialty; including oncology, neurology, cardiology, obstetrics and gynecology, among others. They are uniquely trained to provide information, counseling and support to individuals and families whose members have genetic disorders or who may be at risk for these conditions. The genetic counseling scope of practice is carried out through collaborative

relationships with clinical geneticists and other physicians, as well as other allied healthcare professionals such as nurses, physicians and social workers.

Study design: The formulation of trials and experiments in medical and epidemiological research. Study designs can be qualitative, quantitative, descriptive (e.g., case report, case series, survey), analytic-observational (e.g., cross sectional, case-control, cohort), and/or analytic-experimental (randomized controlled trials).

Accreditation Council for Genetic Counseling
4400 College Blvd., Ste. 220, Overland Park, KS 66211
913-222-8668
www.gceducation.org

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 Dept. of Electrical & Computer Engineering.

Observations

1. The **Dept. of Electrical & Computer Engineering** proposes a reduction of the minimum course requirements for the M.Sc. program from 18 credit hours to 12 credit hours of graduate-level courses only.

Previously, M.Sc. students in ECE were required to take a minimum of 18 credit hours of course work, of which 12 credit hours had to be at or above the 7000 level. The remainder could include undergraduate courses at the 4000 level. Also allowed were reading courses. This was problematic as students are expected to have the required undergraduate background to take on graduate studies and, in essence, should not require additional undergraduate courses to build their background; additionally, our department had an unusually large number of narrowly focused reading courses each often taken by a small number of students.

The motivating factors for reduction of the minimum requirements from 18 to 12 credit hours are to a) help shorten the average length of the M.Sc. program (which is well over 2 years), b) promote development and offering of courses with a wider audience and with rigorous evaluation schemes, and c) place a greater focus on the research component of the program.

Comparison to other Programs

At the UofM, ECE will still exceed the FGS minimum requirements that allow UG courses as part of a 12 CH minimum requirement.

Required CH of courses in some cognate programs at the UofM:

Unit/Discipline: MSc/PhD

Biomedical Eng: 18/12

Chemistry: 9/6

Physics: 12/9

Mechanical Eng: 12/12

Civil Eng: 18/12

Biosystems Eng: 12/9

Geology: 9/12

Food Science: 12/12

Other ECE programs at Canadian Universities

UBC: 12 CH graduate level + 6 CH of UG (400 level) courses (UBC states that students take one year

to complete courses)

University of Alberta: 5 courses; the website says the majority of these must be at the graduate level

and from ECE

University of Calgary: 4 courses

McGill: 18 CH (12 CH must be from ECE)

Waterloo: 5 courses (non-specific about levels)

McMaster (1.5 year program)

Western: 4 graduate courses

Queens: 4 courses (graduate)

Recommendations

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

Dept. of Electrical & Computer Engineering

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

/ak

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

	acceptance by a professor in the Department of Electrical and Computer Engineering.
4.3.2 Pre-Master's Programs In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a pre-Master's program of study (Section 3). The pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 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.	
4.4 Program Requirements In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.	
4.4.1 Thesis/Practicum Route A minimum of 12 credit hours of 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><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>In both the M.Sc. and M.Eng. programs, a research presentation at least once (normally in the second year of the program) at GradCon is required prior to graduation.</p> <p>The Master of Science program in ECE is a thesis-based program.</p> <p>The Master in Engineering is a project-based degree. The project is decided by the Academic Advisor.</p> <p>M.Sc. Course Requirements: 48-12 credit hours of Advisor approved coursework <u>at or above the 7000-level in ECE.</u> :</p> <p>A. <u>Graduate-Level courses of ECE must be approved the Department. 12 credit hours at or above the 7000-level;</u></p> <p>B.—Generally, Reading Courses are NOT allowed within this allotment unless explicitly approved</p>

	<p>by the Department's Graduate Studies Committee, 6 credit hours (electives) must be at or above the:</p> <p>C. 3000 Level – if taken from a Department other than ECE (Computer Science, Physics, Math, Mechanical Engineering, etc.);</p> <p>D. 4000 Level – if taken in ECE Department;</p> <p>E. At least 12 credit hours of the 18 credit hours required for the M.Sc. program must be from ECE.</p> <p>M.Sc. Research and Thesis: A Master of Science Thesis is required.</p> <ol style="list-style-type: none"> 1. Student must submit a Research Proposal for approval by the Student's Academic Advisor. 2. After approval for the research proposal the student may begin his/her research under the guidance of his/her Academic Advisor. 3. The student must produce a thesis (in consultation with the Academic Advisor) to be distributed to the student's examining committee upon approval of the Academic Advisor. <ol style="list-style-type: none"> a. students should be very careful to note work done by others and list others' work properly to avoid plagiarism. b. students should obtain copyright permission when quoting the work of others when necessary to avoid copyright infringements, which can include significant fines. <ol style="list-style-type: none"> I. If you have questions regarding plagiarism or copyright matters, please contact your Academic Advisor first. II. Penalties regarding plagiarism and copyright infringements are severe. <p>Thesis and Defence: ECE requires that a student:</p> <ul style="list-style-type: none"> • submit a thesis; • defend his/her thesis.
<p>4.4.2 Course-based/Comprehensive Examination Route</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</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</i></p>

Notice of Motion

At the Senate meeting on December 5, 2018, Professor Gabbert, Faculty of Arts, gave notice that he intends to make the following motion at the January 2019 Senate meeting:

THAT the Senate strongly recommend that the Board of Governors modify its procedures for the presidential search to stipulate that the names of short-listed candidates be made known to the University community, that each short-listed candidate deliver a public presentation to the University community of his or her vision of the University, and that members of the University community be permitted to make submissions to the search committee regarding their assessments of short-listed candidates.